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ABSTRACT

This manual assists teachers in providing adaptations for disabled and disadvantaged students to ensure their success in the regular vocational classroom and to meet requirements of the new vocational education standards in Iowa, which call for a competency-based curriculum. Introductory pages include strategies for teaching special needs students; at-risk referral form, checklist, and questionnaire; and competency certificate and evaluation form. The manual contains two sections, "Leadership" and "Job Getting and Keeping." Each section contains units that include objective statements, subobjectives, activities, and examples. The first section consists of 11 units: goals; communication--listening skills; communication--interpersonal skills; communication--group skills; communication--speaking skills; communication--delegation; communication--organize an event; communication--parliamentary; personal management--problem solving; personal management--self-esteem; and personal management--stress management. Job getting, job keeping, and ethics are the units in the second section. (NLA)

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Core

Competency

Modification

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a manual for
working with
at-risk/special needs students

Project funded by
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PL 98-524
1990-91

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Loess Hills Area Education Agency

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Forming Partnerships For Excellence

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This manual has been funded through the Carl D. Perkins Act of 1984. It is intended to assist teachers in providing adaptations for handicapped and disadvantaged students to insure their success in the regular vocational classroom. It is also an attempt to help teachers meet requirements of S.F. 449, the new vocational education standards of Iowa, which goes into effect July 1, 1992. It calls for a competency-based curriculum, with minimum program competencies. The areas covered in this manual fit into the Core Competency areas outlined by the state. The objectives are cross-referenced to the minimum competencies as approved by the State Board of Education.

The following information helped the cadre developing the manual, and may also assist the users of this manual as they work with our young people.

Philosophy--In our rapidly changing society, technology is becoming increasingly important. Learning is a continuous, life-long process necessary to adapt to ever-changing information. All students need to have the opportunity to develop skills, including appropriate social skills, that will enhance their feelings of success, chosen quality of life, and employability.

Vocational Education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate oradvanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education.

At risk means any student identified who is at risk of not: meeting the goals of the educational program established by the district, completing a high school education, or becoming a productive worker. These students include, but are not limited to, those identified as dropouts, potential dropouts, teenage parents, drug users, drug abusers, low academic achievers, abused and deprived, minorities. culturally deprived (rural isolate), culturally different, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers and disabilities.

Learning Disabled (LD) students generally exhibit the following characteristics: normal intelligence, may have poorer social skills than classmates, may use coping skills to"cover up" difficulties, and sometimes don't get the "total picture."

Mentally Disabled (MD) students generally exhibit the following types of characteristics: learning rate is slower, usually perform better in oral rather than written tests, concrete learnings easier to master than abstract, limited attention spans, concerned primarily with the present, and repetition may be effective in learning.

All units follow the same organizational design. They include the following sections:

Objective
Subobjectives
Activities
Student Activity Sheets

Please note all activity sheets are referenced with the name, publisher and date of the material used. The group has not intended to pretend this material is their own. We thank the publishers for their cooperation in working with us.

Strategies for Teaching Students with Special Learning Needs

Modification of Course Materials

A frequent problem for students with special learning needs is difficulty in reading. Adjusting for significant differences in student reading ability is essential to a successful program of accommodating learner differences. In most circumstances it will be necessary to use a combination of the alternatives.

- **Lower readability text:** Some publishers provide texts with lower readability levels but the same content. These alternate materials frequently require supplementary teacher-prepared handouts.
- **Highlighting of text:** Highlight the main ideas and critical information in the text to allow the student to focus on the essential material. Different methods of highlighting can be used, depending upon student ability and text.
- **Independent study guides:** Independent study guides outline the major points covered in the text. Key each item to a specific page and paragraph number; the expected response is minimal—short phrases or single sentences.
- **Cassette recordings of text:** Record text material on cassette tape, providing students with the opportunity to listen to rather than read the content. Effective recording uses appropriate breaks for questions and review summaries. Listening guides make this alternative more effective.
- **Study groups:** Organize groups of two to four students to discuss assigned material. This is most effective when accompanied by study packets that guide study and discussion.

Modification of Presentation

Several adjustments can be made in the way content is presented. Reliance on class lecture as the primary method for providing information can present serious roadblocks to students with differing learning styles.

- **Advance introduction of content-specific vocabulary and concepts:** Facilitate comprehension of content by introducing content-specific key vocabulary and basic concepts before expected use in class discussions or application assignments.
- **Listening guides for class lectures:** Focus student attention on relevant information and provide an organized format for note-taking with listening or lecture guides.
- **Preview of assignments:** Preview to focus attention on purpose, motivation, difficult portions, highlighting of key vocabulary and concepts, graphic aids, and the need to reference other materials.
- **Small group activities and projects:** Organize groups of two to four students around question-focused discussions, problem-solving sessions, and projects.

At-Risk Referral Form

This sheet is designed as a communication aid.

It is necessary for you to take a look at your students and be a relater of *observable behavior* to the designated contact person. If a student exhibits several of the following it may indicate a problem and the need for a referral. In some instances, the behavior needs immediate attention. If a troubled student is going to be helped, it is necessary for a faculty member to communicate any of the observable behavior listed below. Due process necessitates that this information, if requested, will be made available to the student or parent. Please place it in an envelope marked CONFIDENTIAL and put it in the contact person's mailbox; or make personal contact if immediate attention is necessary. If you have already taken action on any of the behaviors, please note on the back (e.g., parent contact, student conference, etc.).

STUDENT ______________________________ DATE ______________

GRADE ______________ PERSON REFERRING ______________________

Check appropriate responses

A. Grades

_____ Lower grades, lower achievement
_____ Academic failure
_____ Frequent incomplete assignments
_____ Lack of motivation, apathy

B. School Attendance

_____ Absenteeism
_____ Tardiness
_____ On absence list but in school
_____ Suspension
_____ Frequent schedule changes
_____ Frequent excuses from physical education
_____ Frequent visits to nurse or counselor

C. Extracurricular Activities

_____ Loss of eligibility
_____ Increasing noninvolvement
_____ Dropped out

D. Physical Symptoms

_____ Staggering or stumbling
_____ Smelling of alcohol or pot
_____ Vomiting
_____ Glassy, bloodshot eyes; dark glasses
_____ Uncoordinated
_____ Slurred speech
_____ Lessened attention to hygiene and appearance
_____ Sleeping in class
_____ Physical complaints
_____ Physical injuries; bruises

E. Behavior: Criminal/Legal

_____ Selling drugs; exchanges of money
_____ Possession of drugs and paraphenalia
_____ Involvement in thefts and assaults
_____ Vandalism
_____ Carrying weapons
_____ Smoking

F. Behavior: Disruptive or Atypical

_____ Defiance of rules; constant discipline needed
_____ Irresponsibility, blaming, denying
_____ Fighting
_____ Cheating
_____ Throwing objects
_____ Defiant littering
_____ Sudden outbursts; verbal abuse
_____ Obscene language, gestures
_____ Dramatic attention getting
_____ Mood swings
_____ Crying
_____ Depression; low affect
_____ Withdrawn, noncommunicative
_____ Constantly in wrong area
_____ Extreme negativism
_____ Hyperactivity, nervousness

G. Behavior: Personal

_____ Student reports or shows signs of child abuse
_____ Student talks about suicide, death, or gives clues
_____ Student reports threats to personal safety
_____ Student exhibits premature sexual knowledge/behavior

Six Common Grading Practices in the Secondary Schools

Grading Practice	Description
Letter or Numerical	traditional system of giving the student a mark of A, B, C, D and F or 1, 2, 3, 4 and 5 to demonstrate relative level of performance on unit or course of study
Pass/Fail-Credit/No Credit	criterion-based measurement system which permits the individual teacher to indicate that the student has either met or not met previously determined standards
Checklists	criterion-based measurement system which has the instructor check student's progress against a predetermined list of needed skills or completion of specific tasks
Contracts	student and teacher agree to assign a mark based on predetermined goals and objectives which the student will reach during the instructional period. The goals may be written in conjunction with the special education teacher/consultant
Letter to Parents	a written report provided to the student or parents to give narrative information about the student's performance
Blanket Grades	all students receive a predetermined grade at the end of the marking period

Sample Chec

Objective: The student will be able to adj
manufacturer's specifications

(Sample)		
Competency	1-	Student has ident
Basic	2-	Student is able to carburetor linkag
	3-	Student has adjus
	4-	Student can disas carburetor linkag
Advanced	5-	Student can ident linkage parts.
Competencies	6-	Student can adjus makes of automol

Student Grade C

I, (name), agree to complete the followin
(date).
1.
2.
3.
4.

(student's signature)

I, (name), agree to award a grade of (g
objectives and activities listed above, if c

Monitoring Sys
Dat
Start

Objective 1
  Activity 1.1
  Activity 1.2
Objective 2
  Activity 2.1
  Activity 2.2
Etc

cklist

just carburetor linkage to

ified carburetor linkage parts
explain the function of the
e
sted sample linkage correctly.
ssemble and assemble
e parts.
tify misaligned or broken

st linkage on four different
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g objectives and activities by

(date)

rade) upon completion of all
ompleted by (date).

stem
e Date Teacher
ed Completed Initial

Alternative Methods of Assessing Student Progress

Types of Modification	Procedures
Verbal Tests	Administer test verbally by the teacher, paraprofessional, peer, or other to permit student to complete similar requirements
Shortened Test	Reduce the number of test items on a scale to permit additional time or remove items which require more abstract reasoning or have high difficulty level.
Levels of Questions	Use different levels of questions for different students - similar to shortened tests, but the items are written at a more concrete level.
Frequency of Tests	Utilize short written or verbal measures given on a frequent basis - daily or weekly - to assess student progress. This allows for more feedback on student progress.
Length of Time for Completion	Increase the amount of time a student has to complete the measure to allow for slower writing, reading and comprehension. Is important with many students.
Types of Responses	Provide for short answer or simple marking of correct response by the student. Measures should be matched to student's response strengths.
Verbal Review of Literature	Substitute verbal review of literature for testing. Have student review the course or unit content with teacher, paraprofessional, peer or resource teacher. This permits the student to present what they have learned and doesn't require that they be limited to test items.
Peer Tutoring	Include peer tutoring for teaching and testing purposes. Permits student to learn from their peers, who often present materials more clearly than the teacher. Does need to be monitored and the peer tutor should receive some basic training.
Development of Instructional Packet	Have student develop a packet to show knowledge and understanding of content of the unit. This shows what they believe is important.
Checklists	Use developmental checklists to permit the observation of student learning in a sequential and organized way that shows student progress. Checklists are good in academic-content courses and vocational courses. They permit the teacher to limit the number of formal tests.
Class Interaction	Assess student participation in discussion which indicates student mastery of content.
Course Projects	Measure progress toward final course product. In vocational classes, the standards may need to be altered when making comparison with other students.

Observation Checklist

Purpose

The observation checklist can be used by the teacher or a paraprofessional to record student behaviors that occur in a specific instructional setting. The checklist may provide a baseline measurement or a record of current behavior as a basis for changing student behaviors and planning instructional strategies. It may also be used periodically to assess student progress or completion of specific instructional objectives.

DIRECTIONS

Part I: Complete all blanks (self explanatory).

Part II:

A, B, C, D and E (variables)

Under heading A, B, C, D and E, check the items which are most descriptive. If an item contains a blank, write the description required. More than one may be checked in each category. If more than one are checked, circle the numeral which corresponds to the behavior you consider to be of most concern.

F and N (rate)

The rate under sections F and N may be determined by a number of alternatives, such as actual counting of frequency, duration and percentage. Before the "per" write the number (#) of item, under F, write the count: minute = mn, hour = hr, day + dy; week = wk, month = mo, semester = sm, percent = pt.

Examples: If a child hits classmates an average of 12 times a week, the information under F would be (5) 12 per wk (frequency); or, if the child missed an average of six out of 10 words on spelling tests, the code under F would be (25) 60 pt (percent); or, if a child's attention span is limited to one minute at a task, the code would read (30) 1 per mn (duration).

G (change desired)

Under G, note whether you wish the behavior to increase or decrease to the rate indicated under H (using the same format as under F). Desire Increase In, Desire Decrease - De. The following example relates to the frequency count above and indicates that the teacher will accept the child's behavior of hitting twice a week.

Example:	F	G	H
(5)	12 per week	De	2 per wk

Part III:

Record the number of replications of the observed behavior within a specific time period from Part II in the grid provided. The example below refers to the child's behavior of hitting other children. The time may be in minutes, hours, days, weeks, etc.

Example:		Time	
#	Week 1	Week 2	Week 3
(5)	11	13	12

Part IV:

Relate any other pertinent information which would be helpful, such as behaviors of secondary importance, when conferences might be scheduled, good time for observation, physical condition of the child, etc.

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Observation Checklist

I. Student ______________________ Sex____ Date of Birth ______________________ Age____

Grade______ School ______________________ Teacher ______________________

II. **A. Setting**

______ 1. Classroom
______ 2. School other than classroom
______________________ specify
______ 3. Out of school

B. Activity

______ 1. Instructional
______ 2. Evaluational
______ 3. Independent
______ 4. Free time

C. Structure

______ 1. Large group ______________ (size)
______ 2. Small group ______________ (size)
______ 3. Alone

D. Curricular Area

______ 1. Reading
______ 2. Mathematics
______ 3. Other______________________
specify

E. Behavior

______ 1. Attendance ______ (Absent/Tardy)
______ 2. Leaves room without permission
______ 3. Leaves seat without permission
______ 4. Disobeys authority ______________
______ 5. Physically violent toward peers by (kicking, hitting, etc.)
____
______ 6. ______________________
______ 7. Cries
______ 8. Curses
______ 9. Makes derogatory remarks about ______________ (self/others)
______ 10. Remains alone
______ 11. Destroys property ______________
______ 12. Talks out inappropriately
______ 13. Copies work of others
______ 14. Contributes to discussion
______ 15. Clumsy ______________ (falls, runs into, drops, etc.)
______ 16. Asks for verbal direction to be repeated
______ 17. Does not complete assignments
______ 18. Uses incorrect verb forms in conversation ______________
______ 19. Uses incorrect noun and pronoun forms in conversation
____
______ 20. Misarticulates the ______________ sounds
______ 21. Has unusual voice quality
______ 22. Stutters (words per minute)
______ 23. Attention span limited
____
______ 24. Other ______________ (specify)

# F G H

____ ____ per ______________________ per____

III. Tallying Observations

Time

a						

IV. Other Information (use reverse side)

Adapted from: Stellern J., Vasa - S.F., & Little, J. *Introduction to diagnostic-prescriptive teaching and programming.* Glen Ridge, new Jersey: Exceptional Press, 1976, pp. 231-33

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Modifying Teaching Techniques and Environments

The challenges that students provide necessitate that teaching techniques and classroom environment be continually examined by teachers. This chapter suggests ways to alter the learning environment to accommodate a wide range of learners and alternative approaches to examining teaching techniques and environment.

Reaching Low Achievers

Research shows that teachers behave differently toward low achievers. The following checklist can be used by you to monitor your behavior. The checklist was taken from "How To Reach Your Low Achievers" by Joan Martin, *Vocational Education Journal*, August, 1985.

eaching Low Achievers—Checklist

	Yes	No
1. Do you call on low achievers less often than on high achievers to respond to questions or make classroom presentations?	/ /	/ /
2. Do you provide low achievers with less accurate and detailed feedback?	/ /	/ /
3. Do you fail to give low achievers feedback on classroom responses?	/ /	/ /
4. Do you praise low achievers more frequently than high achievers for marginal or inadequate public responses?	/ /	/ /
5. Do you praise low achievers less frequently after successful classroom experiences?	/ /	/ /
o you ask low achievers fewer llow-up questions and give fewer clues to answers?	/ /	/ /
7. Do you wait less time for low achievers to answer questions?	/ /	/ /
8. Do you interrupt low achievers more often when they respond to questions?	/ /	/ /
9. Do you criticize them more often when they don't make the correct response?	/ /	/ /
10. Do you provide the answer or call on someone else instead of trying to improve a low achiever's response by giving clues or rephrasing the question?	/ /	/ /
11. Do you require less and lower quality work from your low achievers?	/ /	/ /
12. Do you locate low achievers in a group or seat them far from the teacher?	/ /	/ /
13. Do you pay less attention to low achievers in academic situations—smile less often and avoid eye contact?	/ /	/ /
14. Do you use less direct instruction with low achievers and more seat work?	/ /	/ /
15. Do you grade low achievers' tests differently, failing to give them the benefit of the doubt in borderline situations?	/ /	/ /
16. Do you interact less frequently in public with low achievers?	/ /	/ /

—You should answer "no" to all questions.

—If you have 5 or more "yes" answers, seriously consider changing your behavior.

SHOT Questionnaire

Directions: The student should place a checkmark in the column marked true if the statement describes his or her behavior, and in the column marked false if the statement does not accurately describe his or her behavior.

True | **False** **I. Environmental Stimuli**

A. Study Environment

1. I can study best when it is quiet.
2. I can study with a little noise.
3. I can block out noise when I study.
4. It is difficult to study with soft music playing.
5. I can study if people talk quietly.
6. I can study when people talk.
7. It's difficult to block out TV when I am studying.
8. Noise bothers me when I am studying.
9. When I study I like to sit on the floor.
10. I find it difficult to study in class.
11. I finish all homework in class.
12. I work best in a library.
13. I can study almost anywhere.
14. I like to study at a desk.
15. I find it difficult to concentrate on my studies at home.
16. When I study I like to sit on a soft chair or couch.

B. Work Habits

1. I feel good when I do well in school.
2. My teacher feels good when I do well in school.
3. I am embarrassed when my performance is poor.
4. I like making my teacher proud of me.
5. Nobody really cares if I do well in school.
6. My teachers care about me.
7. I want to get good grades for me.
8. There are many things I would like doing better than going to school.
9. I try to finish school assignments I start.
10. I usually finish things I start.
11. I sometimes lose interest in things I begin and then stop doing them.
12. I rarely finish things that I start.
13. I often have to be reminded to do my homework.
14. I often get tired of doing things and want to start something new.
15. My teacher is always telling me to finish what I'm supposed to do.
16. Other people tell me to finish things I have started.
17. Somebody is always reminding me to do something.
18. My parents care about my grades.
19. I am happy when I do well in school.
20. I feel bad and work less when my grades are bad.
21. I feel good making my mother or father proud of me when I do well in school.
22. I usually remember to finish my homework.

True | False

23. It is more important to me to do well in things that happen out of school than in my school work.
24. I like getting things done.

C. Responsibility

1. I think I am responsible.
2. I always do what I promise to do.
3. I have to be reminded over and over again to do the things I've been told.
4. If my teacher tells me to do something, I try to do it.
5. I keep forgetting the things I've been told to do.
6. I remember to do what I'm told.
7. I like doing what I'm supposed to do.
8. People keep reminding me to do things.
9. I have to be reminded often to do something.

D. Structure

1. I like to work alone.
2. I like to work with a good friend.
3. I like to work with a couple of my friends.
4. I like to work in a group with five or six individuals.
5. I like to work with an adult.
6. I like to work with a friend but to have an adult nearby.
7. I like to work with a couple of friends but to have an adult nearby.
8. The thing I like doing best, I do alone.
9. The thing I like doing best, I do with a small group of students.
10. The thing I like doing best, I do with a group of friends.
11. The things I do best, I do with a friend.
12. The things I do best, I do with several grown-ups.

II. Perceptual References

A. If I learn something new:

1. I like to learn about it by reading.
2. I like to learn about it by listening.
3. I like to learn about it by viewing materials, such as filmstrips.
4. I like to learn about it by looking at pictures, and having someone explain them.
5. I like to learn about it by having someone demonstrate to me.
6. I like to learn about it by having a teacher tell me.

B. The things I remember best are the things:

1. My teacher tells me.
2. Someone other than my teacher tells me.
3. Someone shows me.
4. I read.
5. I hear, like a tape or radio.
6. I see on television.
7. I try or work on.
8. I write about.

SHOT Recording Form

To be completed by the teacher.

Directions

Referring to the student's answers, place a tally mark on the blanks after the questions marked true by the student. Then total the tally marks under each column.

Compare the ratios under the "needs quiet" and "noise acceptable" columns. The column with the larger ratio indicates the type of study habit preferred by the student.

Compare the ratios under "needs formal structure" and "informal structure acceptable." Again, the column with the larger ratio indicates the student's preference. Apply the same procedure to the areas of work habits, responsibility, structure and perceptual preference.

I. Environmental Stimuli

A. Study Environment

Needs Quiet	Noise Acceptable	Needs Formal Structure	Informal Structure Acceptable
1.	2.	11.	9.
4.	3.	12.	10.
7.	5.	14.	13.
8.	6.	15.	16.
Total/4	Total/4	Total/4	Total/4

B. Work Habits

Self-motivated	Adult-motivated	Teacher-motivated	Not motivated	Persistent	Not Persistent
1.	13.	2.	5.	9.	11.
3.	17.	4.	8.	10.	12.
7.	18.	6.	20.	22.	14.
19.	21.	15.	23.	24.	16.
Total/4	Total/4	Total/4	Total/4	Total/4	Total/4

C. Responsibility

Responsible	NOT Responsible
1.	3.
2.	5.
4.	8.
6.	9.
7.	
Total/5	Total/4

D. Structure

Independent	Peer	Adults	Group of Peers	Peers and Adults
I	2.	5.	3.	6.
8	11.	12.	4.	7.
		9.		
	10.			
Total/2	Total/2	Total/2	Total/4	Total/2

II. Perceptual Preference

Auditory	Visual	Auditory Visual	Graphic
A2.	A1.	A4.	B8.
A4.	A3.	A5.	B7.
B1.	B3.	B6.	
B2.	B4.		
B5.			
Total/5	Total/4	Total/3	Total/2

Competency

This is to cer

Achieved the performanc
on the reverse side fo

And is therefor

This ______ Day of______

Instructor

Certificate

tify that:

____

e levels acknowledged
r the program of

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e recognized

______________________ , 19____

____

____
Administrator

MAJOR COMP

DIRECTIONS: Evaluate the Trainee using the rating scale
of competency. The numerical ratings of 4,
grading system of A, B, C and D. The desc
student performance for each of the tasks

* **RATING SCALE:** 4 - Skilled--can work independent
3 - Moderately Skilled--can perfor
2 - Limited Skill--requires instructi
1 - No Exposure--no experience o

CO

4	3	2	1		
				A.	Go
				B.	Li
				C.	Ir
				D.	Gr
				E.	Sp
				F.	De
				G.	Pa
				H.	Pr
				I.	Se
				J.	St
				K.	Jo
				L.	Jo
				M.	Et

* Student ratings on specific competencies evaluated
and/or by calling the instructor. Parent's or guardian

PETENCY AREAS

below and check the appropriate number to indicate the degree
3, 2 and 1 are not intended to represent the traditional school
riptions associated with each of the numbers focus on level of
; listed below.

ly with no supervision.
m job completely with limited supervision.
on and close supervision.
r knowledge in this area.

ORE COMPENTENCY MODIFICATION

oals
istening Skills
nterpersonal Skills
roup Skills
peaking Skills
elegation
arliamentary
roblem Solving
elf-Esteem
tress Management
ob Getting
ob Keeping
thics

d during the course are available upon student's written request
n's signature is necessary if student is under 18 years of age.

NAME____

Goals

__________THE LEARNER WILL DEVELOP A PRIORITY SYSTEM FOR SETTING LONG AND SHORT TERM GOALS.

_____The student will examine personal sttitudes and values regarding lifestyles and how they affect our goals.

_____The student will differentiate between short and long term goals.

_____The student will examine the multiple roles individuals will assume during their lifetime.

Communication--Listening Skills

__________THE LEARNER WILL LISTEN EFFECTIVELY.

_____The student will demonstrate the listening skill of listening to someone in the proper listening position, using appropriate eye contact.

_____The student will demonstrate the listening skill of recalling at least three details from a story or from instructions.

_____The student will demonstrate the listening skill of explaining the gist of a short conversation or incident by summarizing the important points.

_____The student will demonstrate the listening skill of describing the feelings that are being expressed by another in words, intonations, expression, and body language.

Communication--Interpersonal Skills

__________THE STUDENT WILL DEMONSTRATE EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS.

_____The student will define what communication means.

_____The student will respond appropriately when addressed by peer/adult.

_____The student will engage in conversation with familiar peer.

_____The student will engage in conversation with familiar adult or co-workers.

BEST COPY AVA

_____The student will utilize socially acceptable greeting, compliments, farewells, etc.

_____The student will exhibit conversational etiquette by taking turns during a conversation.

_____The student will demonstrate appropriate telephone message giving and taking skills.

_____The student will demonstrate appropriate telphone conversation skills.

Communication--Group Skills

__________THE LEARNER WILL PARTICIPATE APPROPRIATELY IN GROUP SITUATIONS.

_____The student will develop communication skills needed for effective group interaction.

_____The student will model communication skills needed for effective group interaction.

_____The student will evaluate him/herself.

Communication--Speaking Skills

__________THE LEARNER WILL SPEAK EFFICIENTLY IN FRONT OF OTHERS.

_____The student will speak efficiently in front of others and expresses self well in front of others.
    _____a. uses variety of vocabulary words when speaking

    _____b. uses correct grammar when speaking

_____The student will present an informative speech.

_____The student will present a demonstration to others.

_____The student will present a persuasive message to a group.

Communication--Delegation

__________THE LEARNER WILL ORGANIZE, EVALUATE, AND DELEGATE DUTIES.

_____The student will match terms associated with leadership development and responsibility to the correct definitions

AILABLE

_____The student will match roles found in groups to correct descriptiona.

_____The student will select from a list common errors that influence opinions.

_____The student will state reasons for becoming a good leader.

_____The student will describe how to become a good leader.

_____The student will distinguish between styles of leadership.

_____The student will describe how a leader gives effective instructions.

_____The student will select statements from a list about how to effectively correct another person's mistakes.

_____The student will describe how a leader solves problem situations in a group.

_____The student will evaluate leaders within school and community.

_____The studnet will evaluate hom/herself as a leader.

Communication--Organize an Event

__________THE LEARNER WILL ORGANIZE AN EVENT.

_____The student will organize, carry out, and evaluate an event of his/her choice.

Communication--Parliamentary

__________THE LEARNER WILL USE PARLIAMENTARY PROCEDURE PROPERLY.

_____The student will match terms associated with parliamentary procedure to the correct definitions.

_____The student will select from a list basic parliamentary procedure principles.

_____The student will arrange in order the parts of an order of business.

_____The student will match types of motions to their descriptions.

_____The student will arrange in order the steps in the progression of a motion.

_____The student will discuss how to amend a motion.

_____The student will select from a list the duties of the chair.

_____The student will use parliamentary procedure to conduct and/or participate in a meeting.

Personal Management--Problem Solving

__________THE LEARNER WILL APPLY THE TECHNIQUES OF DECISION-MAKING AND WORKING WELL WITH OTHERS AS THEY RELATE TO PROBLEM SOLVING.

_____The student will list the importance of loyalty.

_____The student will recognize the significance of working well with others.

_____The student will apply the process of decision-making.

Personal Management--Self-Esteem

__________THE LEARNER WILL IDENTIFY FACTORS THAT INFLUENCE THE DEVELOPMENT OF SELF-ESTEEM.

_____The studnet will define attitude and list characteristics of a positive attitude.

_____The student will define motivation and its influence on an individual.

_____The student will recognize the importance of good grooming and its effect on self-esteem.

_____The student will identify personal strengths and weaknesses.

_____The student will understand the importance of being assertive.

Personal Management-- Stress Management

__________THE LEARNER WILL SELECT TIME MANAGEMENT STRATEGIES THAT CAN HELP INDIVIDUALS REDUCE STRESS.

_____The student will discuss "Ways to Manage Stress."

_____The student will list ways to improve time management.

Job Getting

__________THE LEARNER WILL DEVELOP SKILLS AND DEMONSTRATE PROFICIENCY IN GETTING A JOB.

_____The student will identify requirements for a job.

_____The student will demonstrate personal hygiene, cleanliness, and physical conditioning.

_____The student will demonstrate an ability to identify and utilize job search opportunities.

_____The student willdemonstrate an ability to complete the necessary forms for obtaining a job.

_____The student will demonstrate an ability to organize thoughts and clearly expresses point of view both orally and in writing.

_____The student will demonstrate positive interviewing techniques.

_____The student will demonstrate an ability to evaluate job offers.

_____The student will explain the role and responsibilities involved in the relationship between employer and employee.

Job Keeping

__________THE LEARNER WILL OBTAIN SKILLS AND DEMONSTRATE PROFICIENCY IN KEEPING A JOB.

_____The student will demonstrate knowledge of interacting with others in a courteous and tactful manner.

_____The student will demonstrate an understanding of the importance of dependability and punctuality.

_____The student will demonstrate an ability to accept supervision willingly.

_____The student will demonstrate knowledge of the importance of producing quality work.

_____The student will demonstrate a knowledge of the importance of complying with health and safety rules.

_____The student will demonstrate an ability to make suggestions for improvements of standard operating procedures.

_____The student will demonstrate the ability to explain the relationship between meeting employer objectives, employee performance, and continued employment.

_____The student will explain appropriate exit procedure for a job.

_____The student will ask for help when needed.

Ethics

__________THE LEARNER WILL RECOGNIZE HOW PERSONAL CHARACTERISTICS AFFECT PERFORMANCE IN THE WORKPLACE.

_____The student will recognize how values influence choices.

_____The student will identify characteristics that promote good working relationships with supervisors and co-workers.

_____The student will relay how positive attitude affects performance in the workplace.

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CORE COMPETENCY MODIFICATION

a manual for working with at-risk/special needs students

CADRE

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LEADERSHIP--GOALS

THE LEARNER WILL DEVELOP A PRIORITY SYSTEM FOR SETTING LONG AND SHORT TERM GOALS.

SUBOBJECTIVES:

1. The student will examine personal attitudes and values regarding lifestyles and how they affect our goals.
2. The student will differentiate between short and long term goals.
3. The student will examine the multiple roles individuals will assume during their lifetime.

ACTIVITIES:

1A. Complete the following activity:
  a. Write these phrases on the board:

  CHEVY BLAZER   COLORADO SKI TRIP   NEW WARDROBE

  b. Tell students to pretend they have just won a sweepstakes and may choose from these three prizes. Ask for a show of hands for each choice and write the number for each choice next to the phrase. Help students see that choices reflect differences in personal attitudes and values. None of the choices is right or wrong, just different.

  c. Then write the following on the board:

  FAMOUS   LOVED   POWERFUL

  Tell students to pretend that they could only achieve one of these in their life. Ask for a show of hands for each choice and write the number on the board as above. Again comment on the fact that the choices reflect different attitudes and values.

1B. Complete worksheet "What Do You Think?"

1C. Brainstorm values that begin with each letter of the alphabet. (See sheet 1 C--Alphabet of Human Values.) Can be used as a bulletin board.

1D. Discuss case studies.

2A. Complete the worksheets "Goals Inventory."

2B. Discuss action plan for specific goals using worksheet 2B--Reaching Your Goals. Then individually complete the worksheet "My Most Important Goals."

2C. Complete worksheet 2C--"Complete your Career Plan."

2D. Discuss the difference between short and long term goals. Do activity 2D--"My Goals."

2E. Make bulletin board 2E--"What is your Goal?"

3A. Write definition of "role" on board. (Role: a set of behaviors which are encouraged and expected of an individual in a given social position at a given time. Webster's Dictionary 9th Edition.) ask students to identify roles that they are currently playing. Write responses on the board. Then ask the questions, "In your role as a student, what behaviors are expected from you? Are these behaviors different from your role as a family member? As a friend? You can see that you play more than one role at a time, and that you will continue to assume multiple roles throughout you life."

3B. Show magazine pictures of different people and ask students to guess what roles they are playing. Include a variety of ages in the pictures selected (teens, adult men and women, elderly, children, etc.). Put any responses on the board. Responses to look for include spouse, parent, child, family member, employee, employer, friend, citizen, student, grandparent, consumer, neighbor, religious group member, club/organizaton member, volunteer. Discuss the multiple roles each individual would perform.

3C. Complete worksheet 3C--"My Roles throughout the Lifecycle."

3D. Involve the class in participating in the game called "Myth or Fact."

   a. Divide class into 2 groups. Announce that they will be playing a game called "Myth or Fact". Teams will score points by answering the statement correctly (true or false). The team with the most points is declared "Realists for Tomorrow."

b. Have a student from the team draw a question from the bowl and read aloud twice. The team then has 30 seconds to answer. They may choose not to answer and challenge the other team. If they answer correctly they receive one point. If they answer incorrectly they lose one point. If they choose not to answer and challenge the other team they get no points. If the other team answers correctly they receive two points.

c. When the game is over bring the class back together and ask the question, "What do all of these statistics and trends mean to your future? Let's look at some of these trends and see where we are heading."

Conclusion:

"In the future, people will have to cope with many complexities related to work and family life. To be prepared for this future, it is important to become aware of some of the ways our society is changing related to work and family life."

ANSWER KEY TO MYTH OR FACT GAME (p. 19)

1. TRUE (BNA Report, 1986)
2. TRUE (BNA Report, 1986)
3. FALSE-Single-parent families headed by women constitute 20% of families with children and dual-earner families with infant children constitute one-half of two-parent families. Traditional families constitute less than 10% of all families. (BNA Report, 1986)
4. FALSE-Few companies offer more than medical insurance to employees but more employers are offering family-type benefits than ever before. (BNA Report, 1986)
5. FALSE-More than one-half of families have two or more earners. (BNA Report, 1986)
6. TRUE (BNA Report, 1986)
7. TRUE (Journal of Home Economics, Spring, 1988)
8. FALSE-Research supports the idea that events at home such as divorce, death, and increased expenses often do affect work performance negatively or positively.
9. FALSE-Research supports the idea that the demands of work such as work hours, schedules, and overtime often interfere with family responsibilities.
10. TRUE (The Family and Medical Leave Act, HR 925, S.249)
11. TRUE (Journal of Home Economics, Spring, 1988)
12. FALSE-The occupations that will show the most growth are the service sector. The demand will be in areas such as cashiers, nurses, janitors and cleaners, truck drivers, retail sales, accountants, kindergarten and elementary teachers. (Journal of Home Economics, Spring, 1988)
13. TRUE (Journal of Home Economics, Spring, 1988)
14. TRUE (Journal of Home Economics, Spring, 1988)
15. FALSE-The median yearly income of families headed by persons 25 to 64 years of age was under $25,000. (BNA Report, 1986)

Goals--1B

WHAT DO YOU THINK?

Examine your attitudes and values toward work and family issues in your lifestyle. Your feelings will shape your lifestyle and affect your future. Complete this exercise by placing a check in the blank of your agreement with each statement.

	ALWAYS AGREE	SOMETIMES AGREE	NEVER AGREE	NOT SURE
1. Everyone should have a career outside the home.	______	______	______	______
2. Work is the most important part of life.	______	______	______	______
3. Men's careers are more important than women's careers.	______	______	______	______
4. A women should give up her career when her child is born.	______	______	______	______
5. All couples should have children.	______	______	______	______
6. Fathers should contribute as much to parenting as mothers.	______	______	______	______
7. Husband and wife should share household chores if both are employed.	______	______	______	______
8. Mothers and fathers should take turns staying home with a sick child.	______	______	______	______
9. Women with careers that involve travel should not have children.	______	______	______	______
10. School age children should help with family household responsibilities.	______	______	______	______
11. Elementary school children should not be left at home alone after school.	______	______	______	______
12. Fathers can take care of infants as well as mothers.	______	______	______	______
13. Career promotions should be more important than family planning.	______	______	______	______

Balancing Work & Family, ISU and IA Dept of Ed, 1988

Goals--1B

	ALWAYS AGREE	SOMETIMES AGREE	NEVER AGREE	NOT SURE
14. Men and women have different and separate roles in the home.	____	____	____	____
15. Men and women have different and separate roles in the workplace.	____	____	____	____
16. It is OK for a husband to stay home with children while the wife is employed.	____	____	____	____
17. A homemaker's job is not very important.	____	____	____	____
18. Companies should offer benefits that help parents balance work and family roles.	____	____	____	____
19. It is more important to be right than to get along with others.	____	____	____	____
20. One should only do good work if they will get noticed.	____	____	____	____

Balancing Work & Family, ISU and IA Dept of Ed, 1988

ALPHABET OF HUMAN VALUES

A = Acceptance, aesthetics, achievement, activity, accuracy
B = Belonging, beauty
C = Compassion, caring, courtesy, creativity, courage, confidence, challenges, conformity, convenience, cooperation, caring, commitment
D = Diligence, democracy, dependability, durability
E = Education, ecology, equality, economy, experience, expressiveness, esteem
F = Friendship, family, future planning, freedom, fair play, fashion
G = Generosity, good looks, goodness, graciousness
H = Health, honesty, humor, happiness, helping
I = Independence, integrity, ingenuity, initiative,, individualism, interdependence
J = Justice
K = Knowledge, kindness
L = Leisure, love, liberty, leadership, life
M = Moral conduct, material comfort
N = New experiences, nationalism
O = Objectivity, openmindedness, obedience, obsolescence, organization
P = Privacy, prestige, progress, productivity, promptness, power
Q = Questioning attitude
R = Responsibility, religion, respect, recognition
S = Status, self-respect, self-discipline, security, safety, success, stamina, sportsmanship
T = Truth, trust, tolerance, thriftiness
U = Utility, understanding, uniformity, uniqueness
V = Vitality, vision, variety, validity, versatility
W = Wisdom, work, wealth, well-being
X = X-tra effort
Y = Youth
Z = Zealousness

CASE STUDY 1-TWO CAREERS

Shawn and Christy are both 21 years old and recently married. Both graduated from college and have just begun careers in broadcast journalism. Each career has the potential for a lot of travel. They have talked about buying a new car and having a baby. However, neither has had the time to actively look for a car. Christy has also decided that becoming pregnant now would change her ability to travel on her job and thus jeopardize her chances for good assignments. Shawn and Christy have decided to set some goals regarding their desires for a car and a baby.

1. What is the lifestyle choice for Shawn and Christy?

2. What roles are included in this choice?

3. What are the advantages of planning their lifestyle to achieve their goals?

4. What are some possible conflicts in achieving their goals?

Balancing Work & Family, ISU and IA Dept of Ed, 1988

CASE STUDY 2-CAREER PLANS

Lauren is a 17-year old high school senior with plans to attend a 2- year technical training program after graduation. A great deal of her time will be spent learning and working hard to achieve her goal. She has been involved with Mark, a local junior college student. Lauren has told her best friend that she may break up with Mark because she will not have time for the relationship while completing her training. However, she cares very much for Mark and knows he feels the same way about her.

1. What are some of the choices that Lauren has?

2. What decisions are based on the work aspect of Lauren's lifestyle?

3. Which decisions are based on the personal/family aspects of her lifestyle?

How can Lauren achieve more of a balance in her lifestyle?

Balancing Work & Family, ISU and IA Dept of Ed, 1988

CASE STUDY 3-CHOICES

Melissa is an 18-year old single mother with a 2-year old son, David. She finished high school but has no skills to help her find a good enough job to support David on her own. She is currently living with her elderly grandmother, who has a small fixed income that barely supports the three of them. Melissa has been bringing home some money by babysitting two other children. Melissa would like to go to court reporting school but would need to find day care for David. Her grandmother has offered to take care of David part time but her health would prevent her from keeping the toddler full-time.

1. What are some of Melissa's choices regarding school?

2. What are some of Melissa's choices regarding the care of her son?

3. What are some of the advantages in Melissa's situation?

4. What are some of the disadvantages in Melissa's situation?

Set your goals. Some of these may be tentative. Some m
and thought you give to achieving your goals.

Goals	School	Wor
Short-Range Goals Today, this week, or this month		
Long-Range Goals Next semester		
Next year		
Two years		
Five years		
Ten years		

Think about these goals and how they fit together.
and work it out in more detail on another sheet of pap
of time you give to your most important goals.

Home Economics I, Curriculum and Instructional Materials Center,
Oklahoma State Department of Vocational and Technical Education, 1974
Used by permission.

My Goals

ay be definite. Continue to re-evaluate the amount of time, energy,

k	Interests and/or Hobbies	Others (home, social, etc.)

Try to select the goal that seems most important to you right now er. Set your priorities on short-range goals. Re-evaluate the amount

Goals--2D

MY ROLES THROUGHOUT THE LIFECYCLE

18 25 35 45 55 65 75+

Balancing Work & Family, ISU and IA Dept of Ed, 1988

MYTH OR FACT GAME

1. The percentage of mothers with children under age 6 who are employed outside the home has increased over 70% in the last decade.

2. One out of every five children lives in a single parent family.

3. Families with fathers who work and mothers who stay home with children is the most dominant type of family in America.

4. Most companies in the US offer benefits like parental leave for their employees.

5. Families with two or more earners constitute 20% of all families.

6. Child care expenses account for the 4th largest part of the budget for most families with children under 6.

7. Nearly one out of three marriages ends in divorce.

8. Research shows that events that occur at home most often do not effect work performance.

9. Studies have shown that work rarely interferes with family responsibilities.

10. The Family and Medical Leave Act will allow both mothers and fathers time off with a new baby or a sick family member.

11. By the year 2000, our population is expected to be made up of more people over 75 than any other age group.

12. The occupations that will have the most growth of jobs thru 1995 will be in heavy industry.

13. Businesses operating out of the home have increased more than three times since 1977.

14. The average woman in 1980 could expect to spend more than 27 years in the work force.

15. In 1984, the median yearly income of families headed by persons 25 to 64 years of age is over $40,000.

Balancing Work & Family, ISU and IA Dept of Ed, 1988

LEADERSHIP COMMUNICATION--LISTENING SKILLS

THE LEARNER WILL LISTEN EFFECTIVELY.

SUBOBJECTIVES:

1. The student will demonstrate the listening skill of listening to someone in the proper listening position, using appropriate eye contact.

2. The student will demonstrate the listening skill of recalling at least three details from a story or from instructions.

3. The student will demonstrate the listening skill of explaining the gist of a short conversation or incident by summarizing the important points.

4. The student will demonstrate the listening skill of describing the feelings that are being expressed by another in words, intonation, expression and body language.

ACTIVITIES:

1A. Information worksheet on "Listening Effectively."

1B. "Listening Position."

1C. "Listening Behavior."

2A. Information sheet, "Speaker and Listener."

2B. The student will listen as a teacher reads orally a short assignment, or a newspaper clipping, and then the student will recite details.

2C. One student will listen as another student reads orally as in 2A.

3A. The student will listen for approximately 15-30 minutes to a debate, newscast, TV show, talk show, or instructions to a location, etc.

4A. "Listening for Feeling."

4B. Evaluate "Listening Skills."

Information Worksheet on Listening Effectively

I. We need to teach listening skills because:
   - A. People spend a lot of time listening.
   - B. Much knowledge comes from listening.
   - C. Many people don't become effective listeners without instruction.
   - D. Listening is the foundations of all language skill and, therefore, of most thought processes.
   - E. Listening can be taught successfully.
   - F. Listening skill improves reading skill.
   - G. Listening instruction has been shown to help disadvantaged children.

II. Techniques for motivating listening:
   - A. Teacher shows enthusiasm.
   - B. Students are led to expect that they will be become capable listeners.
   - C. Students are made aware of specific objectives for each listening experience.
   - D. Teacher provides supportive cues during student's response.
   - E. Teacher avoids negative reinforcement except for classroom control.
   - F. Student receives immediate feedback and frequent positive reinforcement.

III. Factors which affect listening:
   - A. Physical environment.
   - B. Message itself.
   - C. Characteristics of listener.
   - D. Social factors.

IV. Symptoms of possible hearing problems for the child:
   - A. Has poor pronunciation.
   - B. Speaks too loud or too soft.
   - C. Cups ear.
   - D. Leans forward or stands too close.
   - E. Turns head to one side.
   - F. Appears not to understand.
   - G. Gets upset for no apparent reason.

MEAD, Oakland Schools, Pontiac, MI, 1980

The Listening Position

In position "A," have a student volunteer play the role of a prospective employer. The role is to ask questions of another student or the facilitator, who is playing the role of a prospective employee. For position "A," the "prospective employee" doesn't make eye contact, mumbles answers, responds to questions with yes and no statements and slouches.

In position "B," the "prospective employee" has the same questions asked of him/her and responds by making eye contact and answering questions in a manner which reflects the ability to articulate, and to express thoughts clearly. Use the skill steps for listening.

Listed below are some questions the "prospective employer" could ask:

"Why do you want to work for our company?"
"What experience do you have in this area of work?"
"What are your best qualities?"
"What is your worst quality?"
"When could you start work?"
"Do you have references?"
"How can I reach you if I want to hire you?"

Exhibiting Good Interpersonal Relations, JTPA, 1989

Listening Behavior

Being a good listener is a great talent. Listening effectively is one of the keys to good communication. Think of your listening habits and score your listening behavior below. Circle which answer is true for you.

	Almost Always	Often	Sometimes	Not Usually	Hardly Ever
1. After only a brief period of listening, I start thinking about what I'm going to say next.	1	2	3	4	5
2. I don't really listen to what a person is saying if I don't like him/her.	1	2	3	4	5
3. I interrupt others before they are finished talking.	1	2	3	4	5
4. I pretend that I'm paying attention to others when they talk.	1	2	3	4	5
5. I often talk about myself.	1	2	3	4	5
6. I ask question of others.	1	2	3	4	5
7. I let the other person have his/her turn to talk.	1	2	3	4	5
8. I try to see things from the other person's point of view.	1	2	3	4	5
9. I have regular eye contact when I listen.	1	2	3	4	5
10. I get so busy remembering what is being said that I miss part of what the person is saying.	1	2	3	4	5
11. I am easily distracted.	1	2	3	4	5
12. I let my mind wander or I daydream when someone is talking to me.	1	2	3	4	5

Add the circled numbers to get your score: ________________

Exhibiting Good Interpersonal Relations, JTPA, 1989

THE SPEAKER AND THE LISTENER

Find a partner to do this activity with you. Each of you will be both a speaker and a listener. Read all the directions before you begin.

A. *Directions:*

Decide who will be the first speaker. The other person will be the listener. The speaker will talk for four minutes about any subject he or she likes, or else respond to one of these questions:

- Who are you?
- What are your interests?
- What do you want to be?
- What are your job goals or life goals?
- Which person has had the greatest effect on your life?

When the talk is finished, the speaker should continue below to part B: *Guide for Speakers*. The listener should continue on to part C: *Guide for Listeners*.

B. *Guide for Speakers*

You have just finished speaking to another person who was trying to listen to you. In order to learn the most from this experience, spend the next five minutes thinking back over what happened, and answering the three questions below.

The questions are to be used as a guide only. Feel free to add others. Only completely honest answers will be helpful.

Use your paper to answer the questions.

1. What did the listener do that made it difficult for you to speak freely? Make a list from the items below. You may add other items.
    - Was tense and fidgety.
    - Didn't pay attention.
    - Stared at me.
    - Didn't look me in the eye.
    - Cut me off.
    - Took notes.
    - Didn't smile.
    - Didn't clarify.
    - Allowed uncomfortable pauses in the conversation.
    - Disagreed with me frequently.
    - Gave no indication that he or she understood.
    - Made suggestions before he or she understood.
    - Acted as if he or she understood when he or she didn't.

2. What did the listener do that made it easier for you to speak freely? Choose from the items below. You may add other items.
    - Was calm and relaxed.
    - Paid close attention.
    - Looked me in the eye occasionally.
    - Let me finish before answering.
    - Gave no "good advice."
    - Didn't cut me off.
    - Let me know he or she understood me
    - Understood before he or she disagreed
    - Asked helpful questions.
    - Paused, but not too long.

3. How w[illegible] you describe your feelings about the interview?

- Complete confidence and trust.
- Some confidence and trust.
- Some suspicion and distrust.
- Complete suspicion and distrust.

C. *Guide for Listeners*

In order for you to learn the most from your listening experience, spend the next five minutes thinking over what just happened and answering the three questions below.

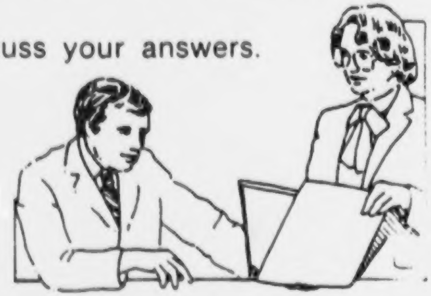
Answer the questions on your paper. These questions are to be used as a guide only. Feel free to add others.

1. What did you (as the listener) do that made it more difficult for the other person to speak freely? Choose from the items below. You may add other items.
   - Appeared to know more than I did.
   - Acted superior.
   - Tried to put words into the other person's mouth.
   - Asked the other person questions.
   - Appeared to disapprove of the other person.
   - Acted insincere.
   - Appeared not to trust him or her.
   - Tried to tell the other person his or her feelings weren't real.
   - Gave the other person "good advice."
   - Threatened the other person by my manner.
   - Didn't appear interested in the other person.

2. How did you help the other person [illegible] speak freely? Make a list from the items below. You may add other items.
   - Appeared to be equal.
   - Seemed to have an open mind.
   - Let the other person say what he or she felt and meant.
   - Didn't probe with personal questions.
   - Acted as if I approved of his or her feelings.
   - Shared my honest thoughts and feelings with the other person.
   - Acted as if I trusted him or her.
   - Was not threatening or judgmental.
3. How would you describe your feelings about the interview?
   - Complete confidence and trust.
   - Some confidence and trust.
   - Some suspicion and distrust.
   - Complete suspicion and distrust.

D. Change roles so that the previous listener is the new speaker and vice versa. After talking, the new speaker should go back to part B and answer the questions under *Guide for Speakers*. The new listener should go back to part C and answer the questions under *Guide for Listeners*.

E. Compare and discuss your answers.



Listening for Feelings

FEELING	STRENGTH OF FEELING WORDS Strong	 Medium	 Mild
Happy	Elated,Fired-up	Satisfied,Cheerful	Glad,Pleased
Sad	Depressed,Hopeless	Upset,Distressed	Unhappy,Moody
Angry	Furious,Outraged	Mad,Frustrated	Uptight,Touchy
Confused	Spaced-Out,Bewildered	Screwed Around,Mixed-Up	Bothered,Unsure
Afraid	Scared Stiff,Petrified	Scared,Uneasy	Nervous,Worried
Weak	Helpless,Beat	Incapable,Tired	Disinterested, Shaky,Bored
Strong	Powerful,Proud	Confident,Sure	Secure,Capable
Guilty	Ashamed,Worthless	Sorry,Sneaky	Embarrassed

1. What are feelings? ______________________________

____

2. What are some words that you use to express your feelings? __________

____

____

3. Think of some recent personal experiences that made you feel happy, sad and upset. Share the events with the class. Tell why you felt each emotion.

____

____

4. Here are some statements made by teenagers. With a partner, write beside the statement the main feeling that you think the speaker was feeling.

   a. I passed! I passed! I even made a good grade on the math test! Feeling: ______________

   b. It's painful to be left out like this. Feeling: ______________

   c. Why do they always pick on me? Why can't they pick on someone else? Feeling: ______________

   d. Maybe things will work out. They are better than they have been in a long time. Feeling: ______________

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UNIT X-2: Learning Activity #5 (Cont'd)

e. I get this feeling when I look at him; I'm not sure I can describe it! Sort of glowing, turned-on, like I used to feel when I woke up Christmas morning. Feeling: ____________

f. My heart goes out to her, all alone in the hospital with no one who really cares. Feeling: ____________

g. Ah, it was nothing--nothing at all. Even though we were trapped for days. Feeling: ____________

h. Forget it! I can't speak in front of people. I freeze up and nothing comes out of my mouth. Feeling: ____________

i. She's really neat. She's always the same when you see her. Feeling: ____________

j. I hate him, but I love him. Oh, I don't know how I feel anymore. Feeling: ____________

5. Why is it important to recognize the feelings people are trying to share and not just the words?

____

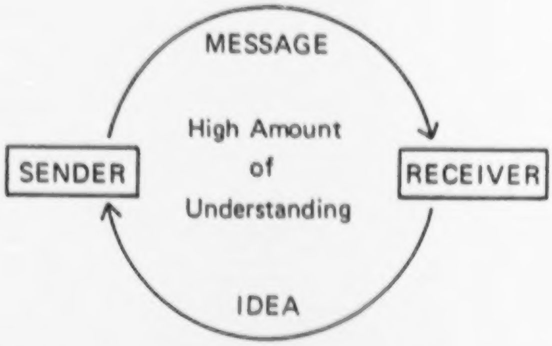
6. Here are the skill steps to identify and restate a speaker's feelings. Write the reason why each step is important.

Skill Steps	Why Step is Important
a. Keep the listening position.	a. ____________
b. Listen intently to the statement.	b. ____________
c. Pause after the speaker finishes.	c. ____________
d. Tell the speaker the feeling you picked up.	d. ____________
Say, "You feel ________."	____________
or "You really feel ______."	____________
or "It sounds like you are. "	____________
or "You sound ________."	____________

EVALUATE LISTENING SKILLS

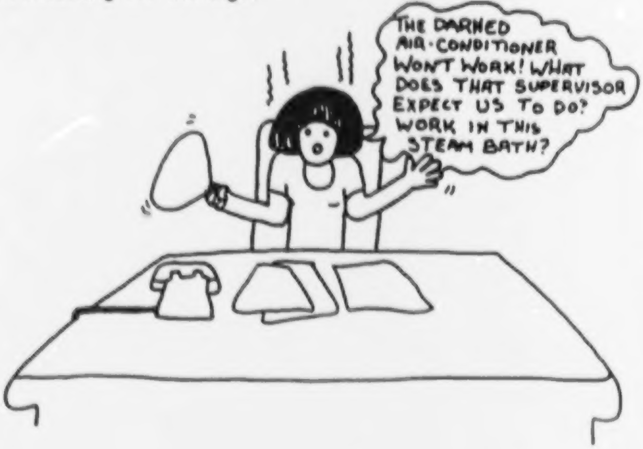
NAME ________________________________ SCORE ______________

Communication is the sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message.


MESSAGE
SENDER
High Amount of Understanding
RECEIVER
IDEA

SHARING AND UNDERSTANDING ARE THE KEY WORDS!!! MEANINGS ARE IN PEOPLE NOT IN WORDS.

Listening is one key to effective communication! Effective listening requires two skills: the ability to listen for facts and the ability to listen for feelings. Listening for facts comes more naturally than listening for feelings!


THE DARNED AIR-CONDITIONER WON'T WORK! WHAT DOES THAT SUPERVISOR EXPECT US TO DO? WORK IN THIS STEAM BATH?

1. What are the facts in the above message?

____

____

Home Economics II, Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1975
Used by permission.

2. What are the feelings in the message?

____

____

____

(NOTE: When a person's expressed feelings are ignored the first time around, that person will usually make a second attempt to express her or his feelings!! LISTEN!!!)

This activity will give you practice listening for feelings as well as for facts. Remember that most people can get the facts in a message. It is more difficult to listen for feelings. However, the true message lies in the combination of both the facts and feelings.

Four students (two pro and two con) should debate one of the following topics or one of their choice: capital punishment, abortion, Equal Rights Amendment, drafting women, birth control, nuclear energy, effect of drugs on future generations. Listen to the debate and answer the questions that follow.

(NOTE: Read all questions before activity begins!)

1. What problems come up when the opposing side forgets to listen for feelings?

____

____

____

2. Why is it difficult to get agreement on value statements?

____

____

____

3. How often did the opposing side mistake feelings for fact?

____

____

____

Home Economics II. Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1975. Used by permission.

4. Why is it more difficult to find proof for value statements than for statements of fact?

5. What communication barriers arise when false opinions and feelings get in the way of listening?

6. Did the audience let their own sentiments and attitudes affect the way they heard the argument? Why or why not?

Adapted with permission from *Human Relations in Business*. Cincinnati: South-Western Publishing Company, 1977.

Home Economics II. Curriculum and Instructional Materials Center. Oklahoma State Department of Vocational and Technical Education. 1975. Used by permission.

LEADERSHIP COMMUNICATION--INTERPERSONAL SKILLS

THE LEARNER WILL DEMONSTRATE EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS.

SUBOBJECTIVES:

1. The student will define what communication means.
2. The student will respond appropriately when addressed by peer/adult.
3. The student will engage in conversation with familiar peer.
4. The student will engage in conversation with familiar adult or co-workers.
5. The student will utilize socially acceptable (peer/adult and formal/informal) greeting, compliments, farewells, etc.
6. The student will exhibit conversational etiquette by taking turns during a conversation.
7. The student will demonstrate appropriate telephone message giving taking skills.
8. The student will demonstrate appropriate telephone conversation skills.

ACTIVITIES:

1A. "People Skills."

2A. Role playing the situation of a student being addressed and then responding.
Roleplaying for the student in the various situations stated above should be done by two adults with preparation, much repetition, and in a variety of situations.

Examples:	Bert:	Hello. How are you?
	Ernie:	Hello. I am fine. How are you?
	Bert:	Fine, thank you. How has your day been? etc.

3A. "Having Friends"

3B. Assessment --Friends"

3C. "Co-Workers Communicating"

4. "Communication at the Workplace"

5A. Information sheet for introductions

5B. "Your New Friend"

6. Practice taking turns in conversation

7. Information sheet on telephone rules

8A. "Making an Appointment"

8B. Role play telephone conversation making appointments

People Skills

1. Play the communication game. It is sometimes called "gossip." The leader tells a sentence to the person next to him/her. That second person passes it to a third and so on around the circle. What happened? Why?

   ____

2. What does communication mean? ______________________________

   ____

3. What does it take to be good at communicating? ______________________________

   ____

4. Are you better at communicating information or your feelings?______

   __________ Why? ______________________________

5. What happens inside you when you hold on to feelings and don't share them?

   ____

6. What are some small problems in a relationship that could become big problems if you don't talk about them?

   ____

7. How would you share your feelings about those problems? __________

   ____

8. How could better communication help your relationships? __________

   ____

9. Name several things you can do to improve your communication with others, especially family members.

   a. ______________________________ d. ______________________________

   b. ______________________________ e. ______________________________

   c. ______________________________ f. ______________________________

MEAD, Oakland Schools, Pontiac, MI, 1980

Having Friends

Interpersonal--1A

1. Why is it important to have friends at work? ________________________

____

2. What things would you look for as you think about making a new friend?

____

3. Why is it important that a friend share the same values and interests?

____

4. Think of someone at work with whom you would like to become friends. Who is it? What do you have in common?

____

5. Below are the skill steps to making a friend at work. Why is each step important?

Skill Steps	Why Step is Important
a. Choose someone who shares similar values and interests.	a. ________________ ________________
b. Spend time together at work talking and doing things.	b. ________________ ________________
c. Do an activity you both enjoy away from work. (Go to a show, go to a game, run, listen to tapes, etc.)	c. ________________ ________________
d. Invite your friend to your home to meet your family and to share your personal hobbies.	d. ________________ ________________

6. Write out a plan of what you will do with the person you named in #4.

   a. Where and when will you visit at work? ________________________

   ____

   b. What will you talk about? ________________________

   ____

   c. What might you like to do with this person? ________________________

   ____

   d. Why did you choose this person? ________________________

   ____

Name ____________________

Information ______________

____

____

Assessment of Friends

1. Why is it important to have friends? ____________________________

____

2. What is a friend, or what makes a friend? ________________________

____

3. Pick an appropriate time to be observed and arrange for someone to be present whom you do not know. Do the following:

   a. Introduce yourself. YES NO

   b. Find out the other person's name. YES NO

   c. Shake hands with a solid handshake. YES NO

   d. Talk with this person for at least three minutes about something of common interest. YES NO

Scored ____________________

Achieved YES NO

Verified ____________________

Comments ____________________

____

Part B:

Directions: You need many skills every day to get along with co-workers. These skills are necessary if you are to be happy and productive in your job. Number your paper from 1 to 20. Rate your skill in communicating with co-workers. Choose the rating which best describes what you do at work or at school.

5: always 4: often 3: sometimes
2: seldom 1: never

---

1. Do you pay attention to others, try to understand what they say, and let them know that you are trying?
2. Do you let others know when you are grateful for something which they have done for you?
3. Do you look at people when you listen to or talk to them?
4. Can you tell other co-workers that you like something about their words or actions?
5. Would you encourage someone to try something which he or she is not sure he or she can do?
6. Do you stand and sit as tall as you can?
7. Can you ask someone for help in working out a difficult situation?
8. Would you tell someone that he or she is responsible for causing a specific problem for you?
9. Would you try to convince another co-worker that your ideas would be more useful than his or hers?

10. Do you say hello when you meet people at work? (or school)
11. Can you let others know how you feel and what you want in a proper way?
12. Could you apologize to someone for a mistake you made?
13. Do you pay attention to instructions, give your positive reactions, and carry out the instructions properly?
14. Do you try to figure out a fair solution to someone's reasonable criticism?
15. Can you recognize when someone tells you one thing and then does or says something which shows that he or she means something else?
16. Can you try to determine whether you or someone else has caused something to happen?
17. Can you work at developing a plan which you and others will find satisfactory?
18. Do you try to understand the other person's anger and let him or her know that you are trying?
19. Do you use hand movements to help you talk to other people?
20. Can you explain clearly to someone how to do a specific task?

Study your answers. Look at the questions you answered with "always" and "often." Do you feel comfortable with these skills? Look at the questions with "seldom" or "never." Which skills would you like to improve?

CAP: Job Performance, Media Materials, Inc., 1985

COMMUNICATION AT THE WORKPLACE

Names of group members Date____________________

________________ ______________

________________ ______________

________________ ______________

Directions:

Read the case study your group was assigned. Answer the questions below it. You are going to role play the case study and the scene you describe. Choose a member of your group to play each person in the role play.

1. Sally and Rick both work outside the home. Their 3-year old daughter Jenelle attends a day care center. Sally usually picks up Jenelle from day care. This morning, Sally asked Rick to pick up Jenelle because she had a late meeting at the office. Rick was reading the newspaper and nodded his head. At 6:30 p.m., Sally receives a telephone call from the day care center; no one had picked up Jenelle.

   a. What skills did the sender and receiver not use?

   b. Describe the scene between Sally and Rick when they are together later that evening.

2. Danita's employer has asked her to work on a special project. Her work schedule is full, but the project is interesting and offers something different to do. The next day, Danita finds a memo on her desk concerning the special project. She notices that she has been named the chair of the committee.

   a. What skills did the sender and receiver not use?

   b. Describe the scene between Danita and her employer later that day.

3. Vera and Jon work together as caterers. Vera is writing a purchase order for foods needed next week when Jon enters her office to discuss a banquet they have just been asked to cater next month. Jon sacastically tells her of this "great" new client and how this job will bring in a lot of money. Since Vera is writing, she does not look at Jon as he describes the new client. Vera never looks up as she tells him to get started with the new client.

   a. What was Jon's verbal message?

   b. What was Jon's nonverbal message?

   c. What receiver skills did Vera NOT use?

   d. Describe the scene immediately following Vera telling Jon to get started with the new client.

Introduction Information

This activity is a review of the steps to the skill of introducing oneself to a new friend and applying those steps in at least two practices. You could secure video equipment to make the activity even more impactful.

1. Have students review the following steps to introduce themselves to each other:

   a. Stand up or approach the person.
   b. Make eye contact.
   c. Smile.
   e. Shake hands.
   f. State your name and ask the other person's name.

   Have the students turn to the workbook sheet for introducing themselves to a new friend and discuss it.

3. As a class, make up a list of items you could talk about with a new friend in order to get to know each other.

4. Divide the students into two groups. Have the students in one group introduce themselves to students in the other group and engage in friendly conversation for three minutes.

   Give positive feedback and discuss student reactions.

   If possible, film each student as they introduce themselves to a guest in the classroom and carry on a three-minute friendly conversation. Discuss the video segments.

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TELEPHONE RULES

1. Numbers are best understood if they are given to others as area code 3-1-3 (pause) 5-5-5 (pause) 3-6-2-1.

2. Use the telephone book.

3. Dial direct for long distance.

4. Respect other's rights to telephone. Limit your time.

5. Give up phone immediately in an emergency.

6. Keep emergency numbers visible. (See sheet for emergency numbers.)

7. Malicious, threatening, harassing or abusive calls and obscene or profane language, are prohibited by state and federal law.

8. Do not talk or listen to obscene phone calls. Just hang up. If calls persist, call the phone company. If a threat is made, call the police.

MEAD, Oakland Schools, Pontiac, MI, 1980

Making An Appointment

Employer: "Hello. McDonald's."

Applicant: "Hello. I'm _____(name)_____ . I'd like to speak to someone about the job my friend told me about."

Employer: "Yes, I have an opening for a part-time counter-person."

Applicant: "When will the job be available?"

Employer: "The job is open now. We would like to hire a qualified person at once."

Applicant: "Oh! That's great!"

Employer: "We are looking for someone who is reliable and is willing to work."

Applicant: "I would like to work for McDonalds and I am a reliable person. How much do you pay an hour?"

Employer: "We pay $2.90 an hour, to start."

Applicant: "When are you interviewing for the job?"

Employer: "We are interviewing from 3:00 to 5:00 today and tomorrow. When can you come in?"

Applicant: "I get out of school at 2:30. Could I come in at 3:00 today?"

Employer: "Yes, that will be fine."

Applicant: "Who do I ask for?"

Employer: "Ask for Miss Brown at the front desk and she will discuss the job with you."

Applicant: "Thank you."

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Your New Friend

Practice your introduction-to-a-new-friend skills before the next class.
Report to the class the following:

1. The names of the people you met.

   a. ______________________________

   b. ______________________________

2. The circumstances.

   a. ______________________________

   b. ______________________________

3. What you talked about.

   a. ______________________________

   b. ______________________________

. How you did on the skill.

   a. ______________________________

   b. ______________________________

ate reported to class: ______________________

LEADERSHIP COMMUNICATION--GROUP SKILLS

THE LEARNER WILL PARTICIPATE APPROPRIATELY IN GROUP SITUATIONS.

SUBOBJECTIVES:

1. The student will develop communication skills needed for effective group interaction.

2. The student will model communication skills needed for effective group interaction.

3. The student will evaluate him/herself.

ACTIVITIES:

1A. Information sheet for "Group Interaction."

1B. Activity sheet for "Group Interaction."

2A. "Group Activities" worksheet.

2B. "What Do You Think?"

2C. "On the Outside."

2D. "Town Meeting."

2E. "Queen for the Day."

2F. "Balloon Exercise."

2G. "Who Will Survive?"

3A. "Evaluate Yourself."

GROUP INTERACTION INFORMATION WORKSHEET

Skills to be learned:

A. Being brief and concise, getting to the point.
B. Being forceful and definite, not hesitant.
C. Talking in specifics, giving examples and details.
D. Talking in generalization, explanations, etc.
E. Letting others know when I do not understand something they have said.
F. Letting others know when I like something they have said or done.
G. Letting others know when I disagree with them.
H. Letting others know when I think they have changed the subject or have become irrelevant.
I. Letting others know when I am irritated.
J. Letting others know when I feel hurt, or put down by what they have said or done.
K. Listening to understand rather than preparing my next remark.
L. Restating what I heard to make sure I have understood the other person.
M. Helping others to participate in the discussion.
N. Summarizing points of disagreement an agreement.
O. Checking out with others what I think they are feeling rather than assuming I know.
P. Responding to a person who is angry with me in such a way that I do not ignore his or her feelings.
Q. Responding to a person in such a way that I do not ignore his or her feelings.
R. Responding to a person who is expressing care or affection for me in a way that I do not ignore his or her feelings.
S. Surveying a group (in making a group decision) to determine how much agreement exists.
T. Speaking up in a group discussion.
U. Asking for feedback; encouraging others to let me know how my actions affect them.
V. Being aware when I am trying to cope with my own feelings rather than responding to the other person's.
W. Comfortable with silence when with others.
X. Comfortable with tension or conflict in a group.
Y. Accepting help from others.
Z. Offering help to others.
AA. Yielding to others, giving in to others.

1. When you are finished rating each of the items, go back over the list.

   Find the three or four skills that you believe would be most valuable for you to improve. Make these your goals for improving communicating.

2. With a group, discuss which items you selected.

   Do others agree with your priorities (the goals which are most important to you?

   Do they think other skills are more important for you to improve?

   What is their evidence for their selections?

3. Now that you have heard the opinions of the others, make a final selection of the skills you most wish to improve.

   Now you can set some realistic goals for yourself in those areas.

Group Activities

DIRECTIONS: Divide the class into small groups to carry out the responsibilities of an activity. Give the group a limited amount of time. At the end of the time have the groups come together to report their findings.

Activity 1: Organizing a specific task.

Organize a specific task like arranging the room, assembling a model, or alphabetizing a list of items. Divide the class into small groups to accomplish each task.

Activity 2: Arranging the bulletin boards.

Divide the class into equal groups. Assign each group a subject for a bulletin board arrangement. Provide each group with a packet of materials to choose from. At the end of the designated time, the groups will present their choices.

MEAD, Oakland Schools, Pontiac, MI, 1980

Activity 3: Planning a party.

Give the group fifteen minutes to plan a school party, such as a Christmas party. One group will be responsible for the liquid and solid refreshments, another for games, another for music and another for decorations. At the end of 15 minutes, the groups will come together to report their results.

Activity 4: Planning a weekend trip.

Give the groups 15 minutes to plan a trip for a weekend. Give a specified destination.

Activity 5: Finding the elements of a newscast.

Have the class listen to a radio newscast. Ask the students to relate one news story, one special interest story, one sports story and the weather prediction.

Divide the class into small groups and ask each group to choose the main newscast item and give their reasons for their choice. At the end of 15 minutes have the groups report back to the class.

Activity 6: Discovering the sequence of events and final outcome of a taped news story.

Put the news items on the next page on cassette. Divide the class into small groups. After they have listened to each story, have the groups determine the sequence of events and the final outcome.

Activity 7: Determining cause of action, sequence of events, and possible solutions for a taped news story.

Have the class listen to a radio newscast. Divide the class into small groups to reconstruct the main news item. Have the groups report their agreement about the cause of the action, the sequence of events and a possible solution. Recommend that about 20 minutes be the limitation of this activity.

BEST COPY AVAILABLE

What Do You Think?

Below are some topics about which people have definite opinions. Get with a partner and pick two of the topics and answer questions 1-5 about the topics you selected. When you are not talking, listen to your partner as s/he shares some feelings. Ask him/her some questions about what s/he is telling you.

Topics:

1. Abortion

   ____

2. God or religion

   ____

3. Nuclear power plants/nuclear weapons

   ____

4. Mercy killing (the elderly or lingering terminally ill people)

   ____

5. Sexual permissiveness and sex before marriage

   ____

6. The death penalty

   ____

Questions to answer about your topics.

1. What is your opinion about the two topics? Are you in favor or opposed? Why?

   a. ______________________________

   ____

   b. ______________________________

   ____

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ON THE OUTSIDE

DIRECTIONS: This activity helps to sensitize members of the group to the feelings of others and gives the group a feeling of unity. The group is seated in a circle. One person leaves the room while the other members of the group decide which object in the room the absent member must guess. The person's empty chair is removed from the circle and the remaining chairs are moved closer together to form a tight circle. The person is called back into the room and must ask each member a question about the item until he/she guesses what it is. Group members are not to look at the questioner who must move from person to person as he/she asks each question. When the person guesses the item, he may reenter the group and another member leaves. After all members have had a turn, discuss how it feels to be outside the group vs. how it feels to be inside. How do members of a group make one member feel like an outsider, either consciously or unconsciously? How can this situation be prevented?

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Group Skills--2C

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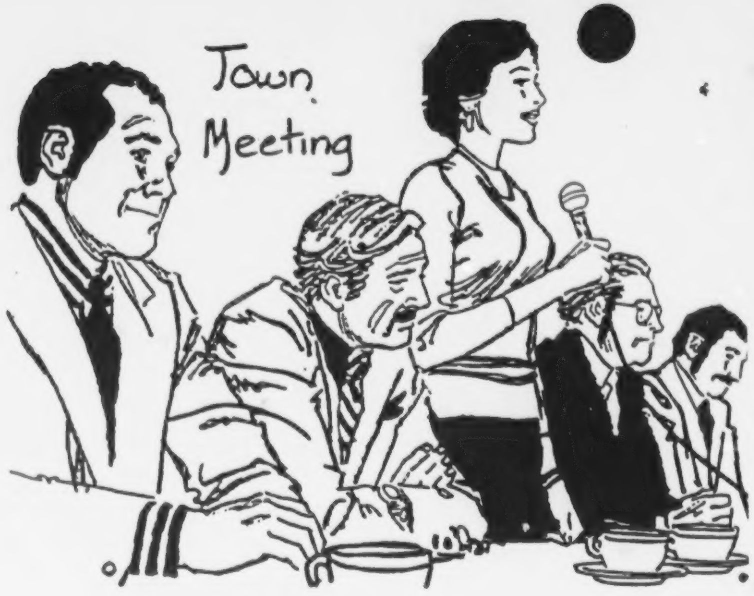


DIRECTIONS: You will be given a community problem. You will discuss the solutions to the problem in a small group. You will contribute by offering a point of view.

1. Pot Holes
2. Litter
3. Vandalism in School
4. Unemployed Teens

Group Skills--2D

QUEEN FOR A DAY

Your group has been chosen by a humanistic oil tycoon to decide which of the five people he has chosen will receive his annual gift of one million dollars. Only one person can be chosen; the money cannot be divided. You should realize that all these people need and deserve the money. Together, you and your group must decide which one is the most worthy. You will have 25 minutes to come to a decision. The following descriptions are the only information you will have to work with:

1. A 26 year old bachelor who was severely crippled in the Vietnam War needs a series of expensive operations to replace his 2 legs and 1 arm that were blown off in a mine field.

2. A 30 year old research scientist, who other scientists say is close to discovering a cure for heart disease, is penniless and cannot continue his work.

3. A 48 year old construction worker with a terminally ill wife and nine children, cannot work for 12 months because of an injury sustained on the job.

4. A married couple who runs a large home for the mentally retarded will have to close their doors because the state has stopped funding.

5. A very talented 22 year old baseball player who was struck on the head with a pitched ball must undergo an expensive brain operation or he'll be placed in a mental institution.

BALLOON EXERCISE

You are a member of a hot air balloon crew that has crash landed on a remote desert island. During the landing much of the equipment was damaged, and your survival depends on repairing the balloon. The most critical item available must be chosen so you can make your 150 mile journey back to safety. Your task is to rank order them in terms of their importance to your survival. Place the number one by the most important item, two by the second most important item, and so on through 15 the least important. You have 20 minutes for this exercise.

_______ FM receiver-transmitter

_______ 1st aid kit

_______ Signal flares

_______ Compass

_______ Basic tool kit

_______ 5 gallons of water

_______ Life raft

_______ Box of matches

_______ 2.45 caliber pistols

_______ Food concentrate

_______ 1 case of dehydrated Pet Milk

_______ 50 feet of nylon rope

_______ Portable fan

_______ 2 machetes

_______ Map of island

WHO WILL SURVIVE?

The entire world is about to be subjected to a violent nuclear holocaust! Scientists have devised a special protective chamber that will keep the occupants alive throughout this experience. This chamber is provided with sufficient materials to guarantee their survival into the future. The chamber has been designed to hold twelve (12) people. The following people have been selected to occupy the chamber and to survive the holocaust.

1. An accountant (Mexican-American)
2. The accountant's pregnant wife (white)
3. A professor of teacher-education (Japanese)
4. A professional athlete (American Indian)
5. An intelligent female movie star (White, Anglo-Saxon)
6. A medical student serving his internship (Black man)
7. A famous novelist
8. A well known bio-chemist (Chinese)
9. An armed policeman (white)
10. An active women's lib advocate (White female)
11. A seventy-year-old priest (Roman Catholic)
12. A single male chauvinist

A last minute decision has been made that determined only seven (7) persons can be safely supported in the capsule. YOU must make the decision as to which of the above people have to be left out. Make your decision as to who should be left out and who should be included.

REMEMBER - YOUR GROUP MUST MAKE A DECISION
WHO IS TO REMAIN AND WHY?
WHO HAS TO GO?

There will be a time limit set by your teacher. Make your decisions as quickly as you can.

WHO WILL SURVIVE? (Activity)

Directions: Answer the following questions about the choices you made in the survival game.

1. List the people that you selected to remain in the capsule and tell why you kept them. Be prepared to support your choices in a group discussion.

	Choice	Why?
a.	____________________	____________________________
b.	____________________	____________________________
c.	____________________	____________________________
d.	____________________	____________________________
e.	____________________	____________________________
f.	____________________	____________________________
g.	____________________	____________________________

2. List the people that you decided would have to be left out. Tell why you decided to leave them out.

	Choice	Why?
a.	____________________	____________________________
b.	____________________	____________________________
c.	____________________	____________________________
d.	____________________	____________________________
e.	____________________	____________________________

4. If survival of the human race was the only consideration, what two people would you select? ______________ ______________

5. Did prejudice play any part in your group decision? YES NO Explain your answer on the back of this page.

Evaluate Yourself

DIRECTIONS: Evaluate your performance for problem solving behavior.

Was I?

_________ 1. Constructive?

_________ 2. Courteously aggressive?

_________ 3. Brief?

_________ 4. Pertinent?

_________ 5. Adaptive?

_________ 6. In self-control?

_________ 7. Friendly?

_________ 8. Sincere?

_________ 9. Patient?

_________ 10. A wise compromiser?

LEADERSHIP COMMUNICATION--SPEAKING SKILLS

THE LEARNER WILL SPEAK EFFICIENTLY IN FRONT OF OTHERS.

SUBOBJECTIVES:

1. The student will speak efficiently in front of others and expresses self well in front of others.
    a. Uses variety of vocabulary words when speaking.
    b. Uses correct grammar when speaking.
2. The student will present an informative speech to others.
3. The student will present a demonstration to others.
4. The student will present a persuasive message to a group (e.g. in support of a cause or product).

ACTIVITIES:

1A. Discuss the characteristics of an effective speaker, using "Physical Control Checklist" and the "Evaluation Form."

1B. Discuss "Body Language--It's What You Don't Say."

2A. Discuss the purpose of an informative speech. Complete one of the 2A activity sheets.

2B. Complete "Individual Contract." This contract may be used with all of the following oral presentations.

2C. Discuss the criteria which will be used to evaluate student presentations (1A and 2B).

3A. Demonstrative speech instruction should always begin with a teacher given demonstrative. All steps should be demonstrated visually to the students. Transition words should be accentuated as the demonstration is given. The teacher demonstration should be simple and easy for the student to follow. Example: How to Re-Pot a Plant.

3B. Select topics for demonstrative speeches.

3C. Chart demonstrative speeches.

4C. Review criteria which will be used to evaluate student presentations (1A and 2B).

PHYSICAL CONTROL CHECKLIST

The teacher will note whether the student is able to:

_____ 1. stand with relaxed but erect posture

_____ 2. project his voice

_____ 3. keep eye contact with audience (may look slightly above their heads)

_____ 4. pronounce all words correctly

_____ 5. articulate words so that they are clearly understood

_____ 6. vary voice in pitch, volume and forcefulness

_____ 7. use effective and appropriate (non-distracting) movements

_____ 8. use appropriate and effective gestures

EVALUATION FORM

Name: ____________________

Speaker Evaluated: ____________________

Date: ____________________

Listen carefully to the speaker. Then evaluate his oral presentation using the following check list:

Criteria	No		Somewhat		Yes
1. Did the speaker clearly give the purpose of his presentation?	1	2	3	4	5
2. Were the speaker's ideas organized (introduction, sequence, summary)?	1	2	3	4	5
3. Did the speaker give enough evidence (details, examples, personal experiences) to support his main ideas?	1	2	3	4	5
4. Did the speaker use clarity and voice control (loud enough, vary pitch and rate, clear enough words, pronounced correctly)?	1	2	3	4	5
5. Did the speaker have good eye contact with the audience?	1	2	3	4	5
6. Did the speaker have good posture and gestures?	1	2	3	4	5

Comments: ____

____

____

____

____

____

INFORMATIVE SPEECH

(in-for'-ma-tiv)

An informative speech tells about some fact or experience.

Collect your information from many places. Try to find interesting and unusual facts about the topic. Organize your speech in an interesting way.

Outline for Information Speech

Name of Speaker: ______________________________

Date of Speech: __________ The subject of my speech is:

____

Organization of My Speech

Introduction: Give the audience a clear statement of subject. Tell them why they need the data. Let them know why you are a qualified speaker on this topic.

____

____

____

____

____

Body of Speech:

____

____

____

____

____

Conclusion: Summarize main ideas. Restate the value audience should get from data. Prepare a snappy, forceful punch line, using one of the methods mentioned earlier.

SAMPLE: STUDENT OUTLINE

Type of Speech ______________________________

Name______________________ Date______________

Purpose of this speech:

(What do you want your audience to learn, to think, to believe, to feel, or to do because of this speech.)

TITLE: ______________________________

INTRODUCTION:

____

____

____

____

BODY:

____

____

____

____

CONCLUSION:

____

Criterion Item:

The teacher will note whether the student can do the following:

_____ 1. present a clear and easily understood explanation

_____ 2. present an accurate explanation

_____ 3. employ some type of visual aid for the process presented

_____ 4. use visual aid(s) effectively in clarifying or illustrating the explanation

_____ 5. stay within the time limit for the speech

_____ 6. use appropriate physical control during presentation (use physical control checklist)

INDIVIDUAL CONTRACT

NAME__________________________ DATE ASSIGNED______________

I agree to do the following:

1. I will give a speech on the topic __________________

2. My speech will be at least _____ minutes long.

3. I will have a brief introduction, body, and conclusion.

4. I will use these visual aids in my speech:

   a. ______________
   b. ______________
   c. ______________

5. I will give my speech:

   a. ____________ to the whole class

   b. ____________ to the teacher

   c. ____________ on tape

   d. ____________ not orally (written, posters, etc.)

Additional comments or modifications________________________________

____

____
Student signature

____
Teacher signature

Demonstration

Directions: You are to present a two minute demonstration speech showing how to do something. As you talk, use body movement, gestures, and visual aids. Avoid actions that are difficult for your audience to see, such as crocheting, knitting, or playing chess.

How to Prepare:

Choose a simple skill to demonstrate. Have an organized plan and make sure you stay on target. Stick to the purpose of the speech.

Topics:

1. How to use a golf club. (Bring real club.)
2. How to throw a bowling ball. (bring ball, show audience equipment used, shoes, clothes etc.)
3. How to apply a tourniquet.
4. How to do basic ballet, disco or tap steps.
5. How to make a salad. (Bring items for salad in separate bags, put it together for the class. Pass around to class on paper plates for sampling.)
6. How to tie a square knot. (Use large rope so all can see.)
7. How to do cheerleading routine.
8. How to make no-bake candy or cookies.

DEMONSTRATION SPEECH

Type of Speech

TITLE:

INTRODUCTION:

BODY: In a demonstration speech, be sure that you show the "how-to" in the correct order.

Use your clue words:

FIRST ____________________

AFTER ____________________ NEXT ____________________

THEN ____________________

FINALLY

in

CONCLUSION

LEADERSHIP COMMUNICATION--DELEGATION

THE LEARNER WILL ORGANIZE, EVALUATE, AND DELEGATE DUTIES.

SUBOBJECTIVES:

1. The student will match terms associated with leadership development and responsibility to the correct definitions.

2. The student will match roles found in groups to correct descriptions.

3. The student will select from a list common errors that influence opinions.

4. The student will state reasons for becoming a good leader.

5. The student will describe how to become a good leader.

6. The student will distinguish between styles of leadership.

7. The student will describe how a leader gives effective instructions.

8. The student will select statements from a list about how to effectively correct another person's mistakes.

9. The student will describe how a leader solves problem situations in a group.

10. The student will evaluate leaders within school and community.

11. The student will evaluate him/herself as a leader.

ACTIVITIES:

1A.-9A. Leadership development information sheets.

10A. Evaluate leaders.

10B. Evaluate leaders.

10C. Evaluate leaders.

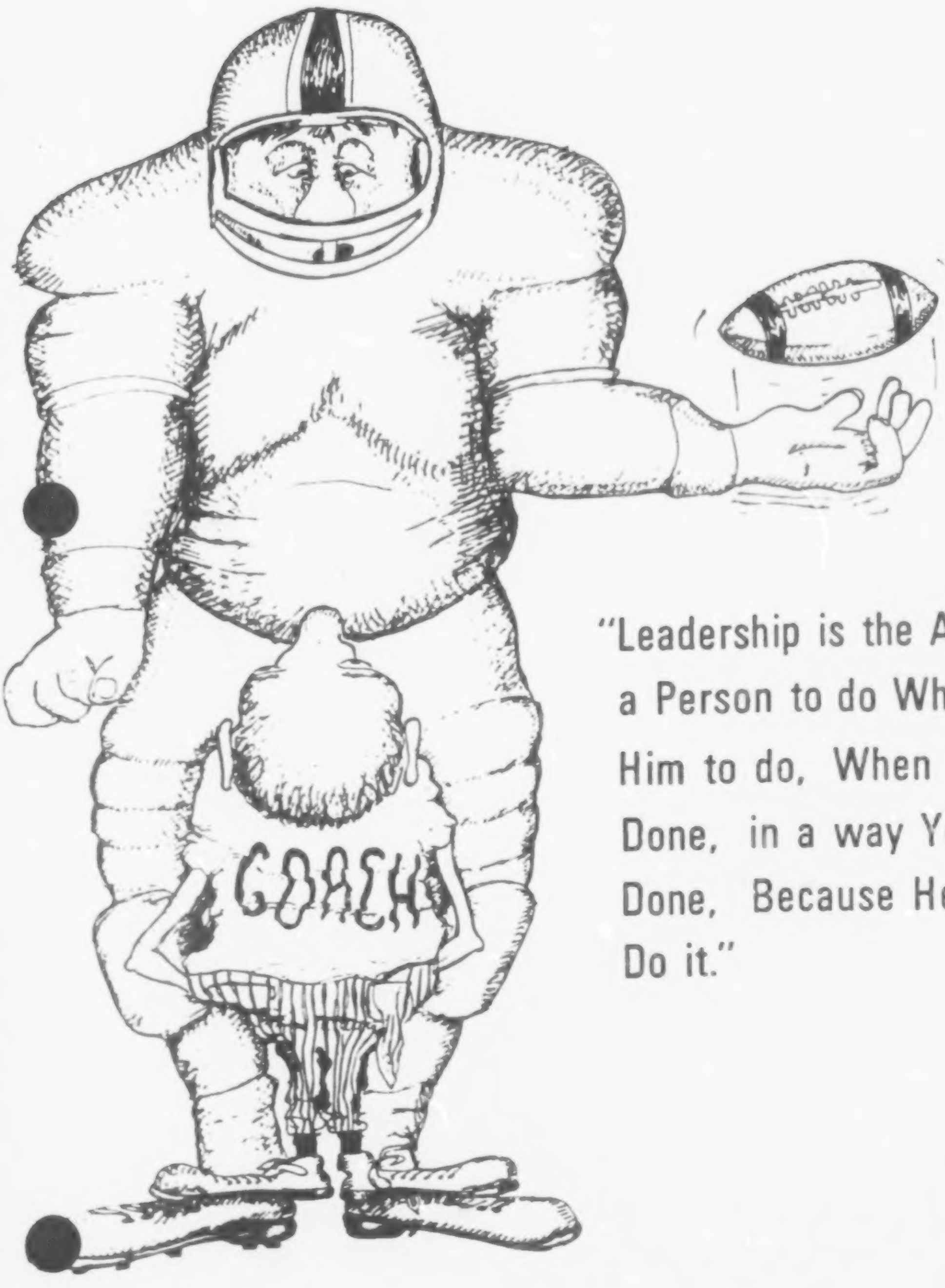
10D. Name places where leadership skills may be used.

11A. "Rate Yourself as a Leader."

11B. "Leadership Evaluation."

Delegation
Information Sheet

Leadership



"Leadership is the Ability to Get a Person to do What You Want Him to do, When You Want it Done, in a way You Want it Done, Because He Wants to Do it."

Eisenhower

Exhibiting Good Interpersonal Relations, JTPA, 1989

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

INFORMATION SHEET

I Terms and definitions

A. Leader--Person with the ability to inspire confidence and draw others near

(NOTE: A leader may or may not be the same person who has been given the authority to carry out the duties and responsibilities of an organization.)

B. Autocratic--Type of leadership where one person rules with unlimited authority

C. Democratic--Type of leadership where authority is shared by many people rather than one person alone

D. Cynicism--Basic distrust in other's motives

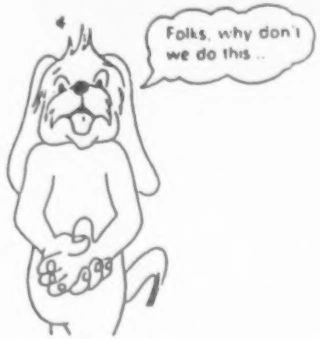
E. Follower--Person who works well with others but does not take the initiative

F. Delegation--Process of giving a job or task to someone else

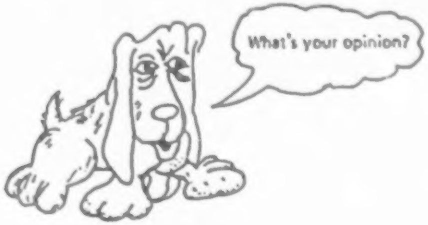
G. Prejudices--Judgements, ideas, or opinions that are formed before actual knowledge or experience

II Roles found in groups (Assignment Sheet #1)

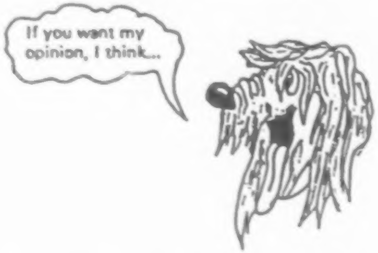
A. Initiator/contributor--Suggests or proposes new ideas or changes [illegible]


Folks, why don't we do this ..

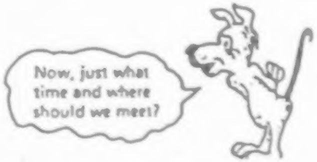
B. Opinion-seeker--Asks not only for the facts, but for others' beliefs


What's your opinion?

C. Opinion-giver--Often states own beliefs and views


If you want my opinion, I think...

D. Information-seeker--Asks for facts and suggestions to be made clearer


Now, just what time and where should we meet?

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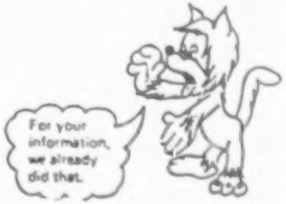
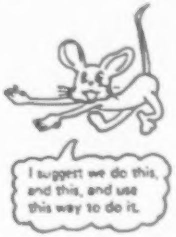
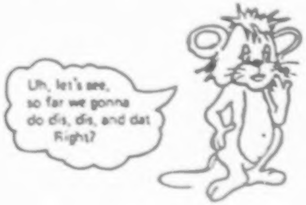
E. Information-giver–Offers facts to the group which are related to experience


For your information, we already did that.

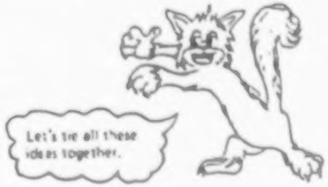
F. Elaborator–Spells out suggestions with examples, offers a reason for suggestions, and tries to figure out how any idea or suggestion might work


I suggest we do this, and this, and use this way to do it.

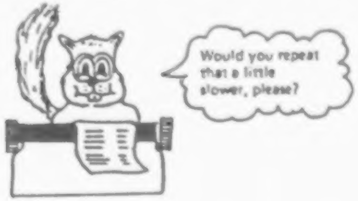
G. Summarizer–Pulls ideas' together so the group might see how progress is coming along


Uh, let's see, so far we gonna do dis, dis, and dat Right?

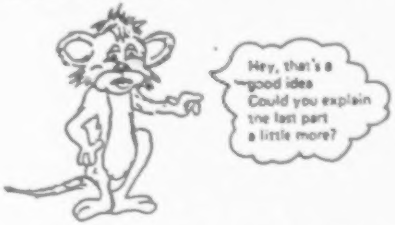
H. Integrator–Tries to pull key points from several ideas and show what they have in common


Let's tie all these ideas together.

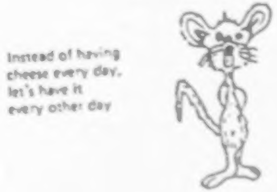
I. Recorder–Writes down suggestions and group decisions


Would you repeat that a little slower, please?

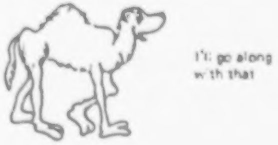
J. Encourager–Praises, agrees with, and accepts the contributions of others; is able to draw out other people and make them feel that their ideas are important and worth listening to


Hey, that's a good idea Could you explain the last part a little more?

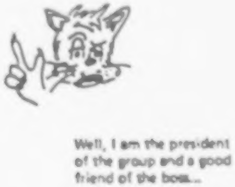
K. Compromiser–Reevaluates own position and offers to come halfway


Instead of having cheese every day, let's have it every other day

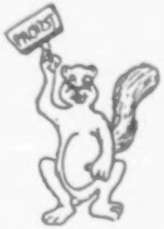
L. Follower–Person who works well with others but does not take the initiative


I'll go along with that

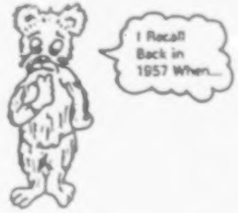
M. Dominator–Tries to assert authority or superiority over the group or certain members of the group


Well, I am the president of the group and a good friend of the boss...

N. Blocker–Tends to be negative to all ideas



O. Anecdotist–Recalls incidents unrelated to the group, often going into great detail about past experiences


I Recall Back in 1957 When...

Delegation--1-9

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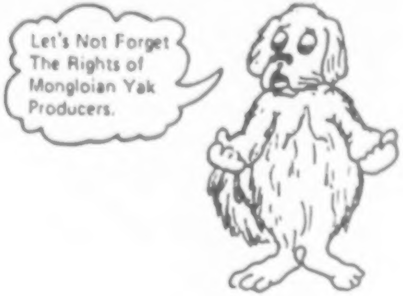
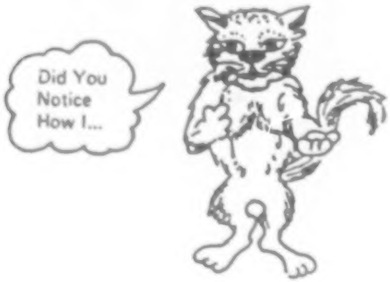
P. Lobbyist-Speaks for a specific point of view, usually expresses ideas and opinions which best fit a specific cause


Let's Not Forget The Rights of Mongloian Yak Producers.

Q. Recognition-seeker–Attempts to call attention to self or to own activities and accomplishements


Did You Notice How I...

R. Distractor–Displays behavior that interferes with group processes

(NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, or other forms of distracting behavior.)

III. Common errors that influence opinions

(NOTE: It is not easy to be objective in forming opinions of others such as group members, coworkers, or group leaders.)

A. Personal feelings

Examples: The FHA president, who selects personal friends for key assignments

A classmate just went out with the person who had been dating the FHA project chairperson; this classmate was left out of the next FHA activity

B. Isolation

Example: People who keep to themselves because of reasons such as shyness or lack of self-confidence, may be overlooked or left out of activities; these people are often mistaken as snobs

C. Halo effect

(NOTE: The halo effect is an idea one has of another that this person is perfect and can do no wrong.)

Example: The best athlete in school often makes good grades without trying

D. Talking a good game

Example: People who are better talkers about work than they actually are

IV. Reasons for becoming a good leader

A. Provides needed skill

B. Is challenging

C. Creates respect for others

D. Helps individual to mature

E. Improves living conditions

V. How to become a good leader (Assignment Sheet #2)

(NOTE: Leaders are made, not born.)

A. Study qualities of a good leader

B. Evaluate strong and weak points in oneself

C. Become a good follower

(NOTE: It is important to become a good follower before becoming a good leader.)

D. Develop a plan for becoming a leader

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VI. Styles of leadership (Assignment Sheet #2)

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble, due to the differences between people in the group. Certain types of people require different types of leadership.)

A. Autocratic

1. Used most effectively with hostile or insecure persons or in a binding situation
2. Leader does all planning, organizing, controlling, and coordinating
3. Gives more emphasis to getting the job done than to the feelings of others
4. Others are supervised closely

B. Democratic

1. Used best with cooperative persons and established employees and methods
2. Shows consideration for others
3. Listens to and uses good ideas from others
4. Is characterized by general supervision
5. Defines goals and lets coworkers use some judgement about how to do the job
6. Checks with coworkers regularly to reward or make necessary corrections
7. Requires knowing coworkers well enough to know when this style of leadership can be used

C. Free rein

1. Used best with persons who can assume the responsibility of working alone
2. Passes on information and directions from higher authority
3. Depends entirely on others to get the job done

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Technical Education, 1975.

INFORMATION SHEET

VII. How a leader gives effective instructions (Assignment Sheet #1)

A. Gives information in a clear manner

(NOTE: The leader prepares in advance how to give the information in the best possible way.)

1. Asks politely for the orders to be repeated

2. Gives examples and demonstrations

3. Numbers or letters the steps

B. Avoids unnecessary details

C. Gives complete information

Examples: Who, What, When, Where, Why

D. Gives standards of excellence needed

E. States information in a positive manner

(NOTE: Does not shout.)

F. Summarizes and repeats important points

VIII. How to effectively correct another person's mistakes (Assignment Sheet #1)

(NOTE: Corrections should only be made to secure better performance, not for personal reasons.)

A. Say something positive

B. Be tactful

(NOTE: Think before speaking.)

C. Make remarks specific

Example: Say, "The work needs to be checked before you turn it in for spelling errors." Don't just say, "You should be more careful."

D. Relate criticism only to the job or activities which affect performance

(NOTE: Avoid criticism if at all possible.)

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INFORMATION SHEET

IX. Ways a leader solves problem situations in a group (Assignment Sheet #1)

(NOTE: These are different ways to handle problems. You would not always use all of the methods at one time.)

A. People who talk too much--Cut across their talk with a summarizing statement and direct a question to someone else

B. People who are too helpful, too quickly

1. Tactfully throw a question to someone else
2. Be sure they understand that you appreciate their help

   Example: "Thank you. Let's get some other opinions."

3. Ask them to summarize facts

C. People who ask leader for opinion

1. Redirect question to the group
2. Be honest if the answer is not available

D. People who just want to listen--Use direct, leading questions that require more than a "yes" or "no" answer

E. People who are shy and/or hesitant

1. Ask direct questions they can answer
2. Ask for their opinion
3. Build them up in the eyes of others in the group

F. People who carry on their own conversation on the side

1. Pause and let others listen to the conversation
2. Ask if they are finished
3. Draw them into your discussion by asking their opinion

G. People not willing to help others

1. Tell them how much the group would benefit from their experience
2. Draw them out on a few things
3. Thank them for participating

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Technical Education, 197

INFORMATION SHEET

H. People with poor voice or choice of words

  1. Repeat their ideas in your own words

     Example: "In other words, you mean . . . "

  2. Protect them from ridicule

I. People definitely contrary to group thought--Say, "Well, that's one way of looking at it" and then go on

J. When personalities clash

  1. Cut into the conversation with a direct question on the topic

  2. Bring another member into the discussion

  3. Frankly ask that personalities be left out

K. People who ramble on and on

  1. When they stop to breathe, thank them

  2. Rephrase one of their statements and pass on

L. People who argue

  1. Ignore the people who seemingly are trying to disrupt the meeting

  2. Recognize legitimate objections

  3. Talk to them privately and ask their help

  4. Ask them to drop out only as a last resort

M. People who are stubborn in wanting their own way about everything

  1. Try to get others to help them see the point

  2. Tell them to see you after the meeting and then proceed

N. People who bring up personal problems--Relate their problem if it is appropriate and pertains to the topic

O. People who bring up wrong subject--Say, "That's outside the scope of this discussion; perhaps we could take it up at a later time"

P. People who complain about management and leadership

  1. Don't waste too much time on management gripes

  2. Tell them the problem you are trying to solve is how best to operate under the present system

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LEADERSHIP DEVELOPMENT AND RESPONSIBILITY

EVALUATE LEADERS WITHIN YOUR SCHOOL AND COMMUNITY

NAME ______________________________ SCORE ______________

The goal of FHA is to help you assume your roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. As you become involved in your local FHA-HERO chapter and have the opportunity to assume these roles and observe and develop leadership skills, evaluate leaders within your school and community. Select three people in your school that you think are good leaders. These people might be officers in your local FHA-HERO chapter, FFA chapter, or student council. Also select three people in your community that you view as being good leaders. These people might be your mayor, county commissioner, or even an officer in a civic club. In the spaces provided, record their names and leadership traits that you feel each has. Interview each of the people you have identified to assist you in answering the questions that follow.

PART I

1. Select three individuals in your school who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

	NAME	LEADERSHIP TRAITS
a.	______________________	1) ______________________
		2) ______________________
		3) ______________________
b.	______________________	1) ______________________
		2) ______________________
		3) ______________________
c.	______________________	1) ______________________
		2) ______________________
		3) ______________________

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Most communities within a state have so
positions in each community will vary ac
tions may be appointed or elected. These ar
ment and should be contacted about your
leadership positions which exist in your city
fill these positions.

POSITION	NAMES
Examples: Mayor, city commissioners, city manager	
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
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______________________	______________________

ne form of city government. The leadership
cording to form and population. These posi-
e the people who represent you in city govern-
concerns. Survey your community to list the
government. Next, identify those people who

What leadership traits are common to all of these people?

What traits were not common to all of the leaders?

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY

RATE YOURSELF AS A LEADER

NAME______________________________ SCORE ______________

Serving in a leadership role, such as an FHA-HERO officer, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics. Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help.

Circle the appropriate number following each trait:

4--outstanding

3--above average

2--average

1--poor

Total your score after completing the questions. You may want a classmate to rate you to see if the evaluations are the same.

	Poor	Average	Above Average	Outstanding
1. Do I maintain a well-groomed appearance?	1	2	3	4
2. Do I delegate duties?	1	2	3	4
3. Is my posture alert and poised?	1	2	3	4
4. Is my disposition cheerful?	1	2	3	4
5. Am I patient?	1	2	3	4
6. Do I exert positive leadership?	1	2	3	4
7. Am I generally thoughtful of the feelings of others?	1	2	3	4
8. Is my enthusiasm sincere and contagious?	1	2	3	4
9. Do I keep trying until I achieve success?	1	2	3	4
10. Am I sincere in my interest in other people?	1	2	3	4

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ASSIGNMENT SHEET #3

	Poor	Average	Above Average	Outstanding
11. Am I working to get ahead?	1	2	3	4
12. Do I get along well with others?	1	2	3	4
13. Do I react well to criticism?	1	2	3	4
14. Do I remember names and faces?	1	2	3	4
15. Am I always on time?	1	2	3	4
16. Am I cooperative?	1	2	3	4
17. Am I free from prejudice?	1	2	3	4
18. Do I know how people react in most situations?	1	2	3	4
19. Am I generally a good listener?	1	2	3	4
20. Do I refuse to be hurt by what other people say?	1	2	3	4
21. Can I criticize without giving offense?	1	2	3	4
22. Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
23. Do I enjoy being part of a group?	1	2	3	4
24. Am I reliable?	1	2	3	4
25. Can I adapt myself to all situations?	1	2	3	4
26. Am I easily discouraged?	1	2	3	4
27. Do I apply myself to the problems of each day?	1	2	3	4
28. Can I make a decision quickly and accurately?	1	2	3	4
29. Am I loyal to my supervisors and associates?	1	2	3	4
30. Do I try to get the other person's point of view?	1	2	3	4

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Leadership Evaluation

The following self-rating activity will provide an opportunity for you to evaluate your leadership behavior. Be as objective as possible when responding to the following thirty items. Record your responses in the blanks using the number code below.

Points
3—Most of the time
2—Usually
1—Seldom
0—Never

_____ 1. When working with others, can you be influenced (changed) by them?
_____ 2. Can you get others to change their goals?
_____ 3. Can you adapt to different people and conditions?
_____ 4. Do you avoid assuming that other people think like you?
_____ 5. Can you avoid judging others by their appearance only?
_____ 6. Are you willing to let your group take credit for things you accomplished?
_____ 7. Do you compliment others for outstanding achievement?
_____ 8. Do you try to make others feel important?
_____ 9. Can you spot hidden meanings when you communicate with others?
_____ 10. Do you make a special effort to encourage individuals in your group?
_____ 11. Are you willing to listen to others' ideas?
_____ 12. Do you listen attentively to others?
_____ 13. Are you aware of other people's moods?
_____ 14. Do you carefully analyze problems before taking action?
_____ 15. Are you embarrassed by your group members' glaring errors in grammar?
_____ 16. Do you recognize the needs of others?
_____ 17. Do you go out of your way to become better acquainted with associates?
_____ 18. Do you maintain eye contact when talking with someone?
_____ 19. Do you avoid directing your attention to a person's physical defect?
_____ 20. Do you make a special effort to recognize classmates when outside the school setting?
_____ 21. Can you refrain from calling attention to other people's limitations?
_____ 22. Do you avoid bragging about yourself?
_____ 23. Can you resist arguing with a very argumentative person?
_____ 24. Can you overlook minor annoyances?
_____ 25. Are you careful not to "pass the buck"?
_____ 26. Do you avoid complaining about things you cannot control?
_____ 27. Can you resist repeating information given to you in confidence?
_____ 28. Can you avoid making negative remarks about others?
_____ 29. Do you walk and stand in a dignified manner?
_____ 30. Can you resist showing bias in public?

Succeeding in the World of Work, Student Activity Workbook,
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Checking Results

If you have been honest with yourself, a score of 60 points should indicate you have developed good leadership qualities. In the event your score is below 30 points, much self-improvement is needed in the future.

LEADERSHIP COMMUNICATION--ORGANIZE AN EVENT

THE LEARNER WILL ORGANIZE AN EVENT.

SUBOBJECTIVES:

1. The student will organize, carry out, and evaluate an event of his/her choice.

ACTIVITIES:

1A. Information sheet with steps for organizing an event.

1B. Choose an activity to organize an event (2 examples given).

1C. "Becoming an Entrepreneur."

INFORMATION WORKSHEET WITH STEPS FOR ORGANIZING AN EVENT

A. List organizations, teams, clubs, or causes that you believe need fund-raising activities.

B. Find out and list the different types of fund raisers that groups use to raise money. Include groups to which you or family members belong.

C. Make a chart to record your findings. List the group, the fund-raising activity, and the amount earned once all the costs were paid. You may choose to obtain the information by telephone or a personal visit after a phone call.

D. What was the purpose of each fund raiser? Add this information to your chart.

E. Find out or estimate the total number of people needed for each event. Add this information to your chart.

F. Estimate the total hours or days each type of fund raiser required. Add this information to your chart.

G. Analyze your data to determine which activities were most efficient in terms of people and time needed and money earned.

H. Re-evaluate your data. Label the information you have to show the first, second, and third most effective fund-raising activities.

I. Locate the people who organized the first and second most effective events. Contact each one to find out the "do's" and "don'ts" of successful fund raising. Take notes for future use.

J. Select a group, team, organization, club, or cause that appeals to you. At this point, you may choose to involve others in planning and carrying out the tasks.
Or you may select a real or imaginary group for which you alone plan the event or activities.

K. Select the type of fund-raising activity or event that appeals to you most. List people or organizations that will be attracted by the event itself. List people and organizations that will be attracted by the group or cause. List people and groups that will be attracted by offers of prizes.

L. The three lists form the basis of "audience appeals."
How different are the people and organizations in one list from another? Jot down features that will appeal to all the groups and people.

BEST C

M. Begin planning the event you've chosen for the group you selected. Choose the day, date, time, length, and place of the event. Prepare a "To Do" list for the event. Include such items as promotion, reserving space, obtaining any necessary permissions or permits, flyers, invitations, and so on.

N. Analyze the list. Add new items as you think of them; make changes as needed.

O. Number the steps according to the time needed for task completion before the event. Show the beginning and end of each step along with hours or days.

P. Use a calendar that has a block of one square inch or/more for each day to record the time line or countdown.

Q. Design a flyer, poster, and newspaper ad to promote the event. You may choose to design a slightly different flyer for each "audience" you identified in step K.

R. Design invitations if the event is one that people will "attend."

S. Make a list of prizes that will be awarded. Where will you get the prizes? How and when will they be awarded?

T. Share your plans for the fund-raising event with classmates. Display the flyer(s), poster, and newspaper ad.

U. If possible, use your plans with other classmates to sponsor and operate a fund raiser for a cause, group, or charity. Take pictures of such an event for a bulletin board display.

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Clean Up - Fix it

Your group task is to select a project for a clean-up and fix-up the classroom, school and playground day. For this you will need a project, perhaps a chairman, and a scribe to keep records. Here is a list of possible projects:

1. Wash desks and chairs in room.
2. Keep halls clear of litter.
3. Wash windows in classroom.
4. Mend: recover old books, erasers
5. Clean out cupboards used by all-discarding broken or incomplete items (games, puzzles, etc.)
6. Offer help to other teachers who may want help.
7. Keep playground free of litter.
8. Mend playground equipment if possible (or recommend to principal).
9. Brighten equipment with paint-if possible.
10. Get heavy scuff marks off floor.

Your group is to reach agreement about the project chairman, and who is to be scribe. The scribe will keep the teacher informed as to progress.

Please try to focus on the task at hand and help by making suggestions.

MEAD, Oakland Schools, Pontiac, MI, 1980

Preparation Activity for Post Assessment

Each member of the class should invite two or three people to come for an "office party" during class or after school. Try to invite someone whom the other class members do not know.

Have some snacks, and maybe some punch, but do not plan any activities, dancing or games.

During the party, the class members are to practice their skills of introducing themselves and making new friends with those who attend the party.

After the party, or the next day, evaluate the process and discuss any ways you think you could have improved your skills.

Review:

1. Number of visitors: ____________________
2. Number of class members present: ____________________
3. Length of time for "party:" ____________________
4. Your evaluation of the activity: ____________________

   ____

   ____

5. Who did what? ____________________

   ____

6. What skills did each person demonstrate? ____________________

   ____

   ____

   ____

Name ____________________

ACTIVITY 14-3

Becoming an Entrepreneur

The purpose of this activity is to help you plan how you will set up and run a small-scale business.

In the future, you may become one of the twelve million business owners in the United States. Many research reports indicate there will be more small business owners in the future. Success in the world of work as an entrepreneur depends on one's knowledge and skill. This activity is designed to give you additional knowledge and some practice in analyzing and planning a small business.

Your teacher will invite one or more club sponsors to speak to your class on how club members raise funds for their organizations. Then you are to apply what you have learned to planning how you will raise funds for the DECA Club mentioned in this activity.

Assume that you are a high school senior enrolled in Distributive Education. You were elected treasurer of the DECA Club and appointed concession chairman. The high school has given the DECA Club permission to sell food in the business wing of the school during lunch hour. All club members (20) will be partners in the business.

Outline a plan to operate the business. Write your answers to the following questions:

What will you sell?

____

____

What type of concession stand will you use (portable or fixed)? Explain.

____

____

Where will you get start-up money?

____

____

Where and how will you purchase goods to sell?

____

____

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5. How will inventory be controlled?

6. What will be your selling prices and profit ratio?

7. How and where will you advertise?

8. How will you keep records and figure profits?

9. How will you provide for security of stock and money?

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LEADERSHIP COMMUNICATION--PARLIAMENTARY

THE LEARNER WILL USE PARLIAMENTARY PROCEDURE PROPERLY.

SUBOBJECTIVES:

1. The student will match terms associated with parliamentary procedure to the correct definitions.
2. The student will select from a list basic parliamentary procedure principles.
3. The student will arrange in order the parts of an order of business.
4. The student will match types of motions to their descriptions.
5. The student will match types of motions to their descriptions.
6. The student will arrange in order the steps in the progression of a motion.
7. The student will discuss how to amend a motion.
8. The student will select from a list the duties of the chair.
9. The student will use parliamentary procedure to conduct and/or participate in a meeting.

ACTIVITIES:

1A.-8A. "Parliament Procedure" information sheets.

9A. Practice parliamentary procedure in classroom by roleplaying various types of meetings: board meeting, class meeting, FHA meeting, town council meeting, 4-H meeting, etc.

9B. Practice parliamentary procedure in an actual meeting.

PARLIAMENTARY PROCEDURE

INFORMATION SHEET

I. Terms and definitions

   A. Parliamentary procedure--Set of rules for conducting a meeting in an organized and efficient manner

      (NOTE: The knowledge of such techniques is essential to competent leadership development and vital to success of any organization.)

   B. Assembly--Gathering or group of persons for any purpose

   C. Majority--More than half of the votes cast

   D. Minutes--Records of the proceedings at a meeting

   E. Motion--Proposal that something be done; method of bringing a question before the assembly for consideration

   F. Chair--Title applied to presiding officer when performing duties

   G. Amend--Change the wording of a motion by adding to or taking from, by striking out or inserting, by both striking out and inserting, or by substituting

   H. Entertain--Chair recognizes a member for the purpose of making a motion

   I. Floor--Used to designate place from which a member speaks

   J. Commit--Refer questions or papers to a committee

   K. Debate--Procedure to allow expression of positive and negative views on a question

   L. Orders of the day--Regular order of business

   M. Decorum--Whatever is suitable or proper

II. Basic parliamentary procedure principles

   A. One subject at a time

   B. Full and free debate

   C. Every member has rights equal to those of every other member

   D. Majority rules but rights of minority are respected

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INFORMATION SHEET

E. Objective for the good of the group

III. Order of business

A. Opening ceremony

B. Call to order

C. Reading and approval of minutes

D. Reports from officers and standing committees

E. Reports from special committees

F. Unfinished business

G. New business

H. Program

I. Adjournment

J. Closing ceremony

IV. Types of motions

A. Main motion--Introduces business or brings a question directly before the assembly

(NOTE: A main motion is introduced by saying, "I move that . . . ." Only one main motion can be considered at a time.)

B. Subsidiary motion--Modifies or disposes of main motion and must be voted upon before vote is taken on main action

Example: Amendment

C. Privileged motion--Has no connection with main motion and outranks other motions

Examples: Fix time of next meeting, adjourn, call for question of privilege, or call for order of the day

D. Incidental motion--Arises or relates to the procedure and may not refer directly to the main question

Examples: Rise to the point, appeal, suspend the rules, withdraw or renew a motion

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INFORMATION SHEET

V. Parliamentary procedures and possible meeting occurrences

PARLIAMENTARY PROCEDURES	POSSIBLE MEETING OCCURRENCES
Main motion	Introduce business
Postpone indefinitely	Defer a matter or kill it
Table	Defer action
Amend	Change or modify
Commit	Let a few attend to a matter
Previous question	Stop debate and order an immediate vote
Suspend the rules Change the bylaws	Do something contrary to the bylaws or rules
Withdraw a motion	Prevent a motion from being voted upon
Objection to consideration	Determine whether a question is in accord with bylaws or is relevant
Question of privilege	Ask a question or make a point of order
Adjourn	Dismiss a meeting
Fix a time to adjourn	Set a time for a further meeting
Reconsider the vote	Have an opportunity to vote a second time on a measure

VI. Progession of a motion

A. Member rises and addresses the presiding officer

Example: "Mr. or Madame Chairman . . ."

B. Member is recognized

C. Member proposes the motion

Example: "I move that . . ."

D. Another member seconds the motion without rising or addressing the chair

Example: "I second the motion."

E. Presiding officer states the motion

F. Assembly discusses or debates the motion

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Center, Oklahoma S
Technical Educatio

INFORMATION SHEET

G. Presiding officer takes a vote

Example: "Is there any further discussion? Since there is no further discussion, all in favor say 'aye' and those opposed say 'no.'"

H. Result of the vote is announced

Example: "The motion passes" or "The motion fails"

VII. How to amend a motion

A. Must have a bearing on the subject

B. Say, "I move to amend the motion by . . ."

VIII. Duties of the chair

A. Decide the order of speakers

B. Refuse to recognize members that intend to obstruct business

C. Restrain speakers within the limits of the rules

D. Enforce good decorum

E. Appoint committees

F. Decide points of order

G. Vote in cases where the chair's vote will make or break a tie

H. Avoid influencing a vote by own comment on a motion

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LEADERSHIP--PERSONAL MANAGEMENT--PROBLEM SOLVING

THE LEARNER WILL APPLY THE TECHNIQUES OF DECISION-MAKING AND WORKING WELL WITH OTHERS AS THEY RELATE TO PROBLEM SOLVING.

SUBOBJECTIVES:

1. The student will list the importance of loyalty.
2. The student will recognize the significance of working well with others.
3. The student will apply the process of decision-making.

ACTIVITIES:

1A. Discuss the expression,"Don't bite the hand that feeds you." (You must be for your employer and the company, not against them.) Ask students to give examples of ways that employees do bite the hand that feeds them.

1B. Complete the worksheet 1B, "The Trustometer."

2A. List reasons why a person should try to get along with co-workers.

2B. Discuss things a person needs to do to get along with co-workers.

2C. Brainstorm the pros and cons of working independently.

2D. Complete the activity 2D, "How Do You Get Along with Others?"

2E. Do the worksheet, "Evaluate Personal Habits Associated with Job Success".

2F. Hand out worksheet 2F, "Decision Results."

3A. Show the transparency, "Decision-Making Model." Discuss. Hand out activity 3A about Ellen. Work through the worksheet together.

3B. In small groups, hand out 3 small pieces of paper to each group. On each paper write a short case study in which the demands of work, partner, and/or child(ren) affect one another. Examples:
   a. Ben's daughter is performing in a school program next week. Ben is scheduled to be out-of-town for a trade show.

b. Jennifer works from 3:30 P.M. to midnight. The woman who takes care of her children called to tell Jennifer she has the flu and cannot care for them tonight.

Discuss: "Various ways work and family affect each other." Examples are listed below. Choose one or more of the statements to explain each of your case studies. Write the statement (s) below each case study. If none of these explain your situation, write your own statement."

Finding quality child care
Having time for self or to be with other family members
Managing household tasks
Salary too low, benefits not enough
Number of hours worked per day/week
Disagreement with supervisor
Travel out of town
Disagreement with family member(s)
Divorce or separation
Death of family member
Low partner support
New personal relationship
Poor health of family member(s) or self
Physical demands of work (toxic chemicals, strenuous tasks)
Caring for aging parents

3C. Do the worksheet 3C, "Confronting a Problem."

3D. In groups of 2 or 3 do activity 3D, "Decision Consequences."

3E. Complete the worksheet 3E, "Problem Solving."

HOW DO YOU GET ALONG WITH OTHERS?

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Check your answers.

1. You meet a person whose interests are different from yours. You would:
    a. Try to find a topic of conversation of common interest.
    b. Avoid the person.
    c. Try to put the individual in his/her place.
2. You are offered a job for which you are not fitted. You would:
    c. Try to bluff through it.
    b. Refuse to try.
    a. Admit your inadequacy and offer to learn on the job.
3. When dealing with people, such as sales clerks, waitresses, etc., you:
    a. Usually smile and say something pleasant.
    b. Are nice if they are pleasant to you.
    c. Treat them impersonally.
4. You have been overcharged in a store. You would:
    b. Pay the bill without saying anything.
    c. Tell the clerk he has cheated you.
    a. Ask the clerk to recheck the bill.
5. When you meet a person who is badly crippled, you:
    c. Try to avoid him or her.
    b. Go out of your way to be especially nice.
    a. Treat the person as you would anyone else.

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6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:

   c. "It looks terrible."

   a. "I think you'll be happy with it."

   b. "How's the weather today?"

7. You honestly feel that you:

   a. Are interested in most people.

   c. Are bored by most people.

   b. Are only really comfortable with your own clique.

8. In a store you are in no hurry, but the person after you is rushed. You:

   b. Make your selection because it is your turn.

   a. Suggest to the person to go ahead of you.

   c. Take an extra long time just to calm him or her down.

9. When you meet people of different races or religions, you:

   b. Have a secret feeling of fear.

   a. Consider them as human beings much like yourself.

   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would:

   a. Take the papers, bottles, and food home with you.

   c. Leave it on the ground.

   b. Try to hide the trash on the property.

Scoring

Give yourself 5 points for every "a" answer, 3 points for every "b" answer, no points for "c" answers. Add up your score.

Analysis

35 to 50 points: You are very good in your relationship with others all of the time because you respect others and treat them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 30 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 15 points: You are having trouble--either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life. They take practice. Select someone you know who is truly gracious. Analyze his or her actions, then adapt those traits to your own personality.

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EVALUATE PERSONAL HABITS ASSOCIATED WITH JOB SUCCESS

Good habits are necessary in order to establish good human relations and a good relationship with co-workers, employer, and customers.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in classroom situations.)

	YES	NO
CO-WORKERS (OR FELLOW STUDENTS)		
Do you do your own work and not leave it for someone else to do?		
Do you clean up after yourself?		
Are you willing to learn from others about how to do a job better?		
Do you contribute to morale and team spirit at place of business?		
Do you learn names of people with whom you work as soon as possible?		
Do you take a sincere interest in co-workers, their families, and their interests?		
Are you a good listener?		
Do you admit mistakes without making excuses?		
Do you assume blame for things that are your fault?		
Do you avoid gossip?		
Do you support co-workers?		
EMPLOYER (OR TEACHER)		
Are you cheerful?		
Do you feel your job is a privilege, not a right?		
Do you try always to do the best you can?		
Do you know your job?		

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	YES	NO
Are you on the job unless excused?		
Are you on time and ready to work? (NOTE: Do a day's work for a day's pay!)		
Do you try to avoid waste of all kinds (material, time, equipment)?		
Do you look for a better way to do the job?		
Do you tell the truth and are you sincere?		
Do you ask questions when you need help?		
Do you try to see employer's side when there is a problem?		
CUSTOMERS (OR ANYONE WITH WHOM YOU'RE WORKING)		
Do you know what is expected of you and do you do your job well?		
Do you give business-like treatment to customers?		
Do you keep promises made to customers?		
Are you polite to customers?		
Do you recognize customers as buyers of your service and give them their money's worth?		
Are you sincere?		
Do you smile?		
Are you friendly, interested, and sympathetic?		
Do you gain the customer's confidence and listen?		
Do you try not to rush the customer?		
Do you avoid arguing with an angry customer?		
Do you avoid comments that might upset a customer?		
Do you refer matters you can not handle to supervisor?		

Do you treat each customer as an individual?

Do you take pride in winning a customer's friendship?

1. What do you feel are your strengths in personal habits associated with job success?

2. What do you feel are your weaknesses in personal habits associated with job success?

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Student Worksheet

DECISION RESULTS

Each individual makes decisions and lives with the results of the decisions in different ways. It's important to consider that what's right for one individual may or may not be good for another.

To help understand how individuals deal differently with decision making, read the following statements. To help determine your style of decision making, CIRCLE one part of the statement that best describes how you make decisions. Then answer the questions that follow.

TAKE A LONG TIME TO MAKE DECISIONS vs MAKE SNAP DECISIONS

ASK MANY QUESTIONS vs LISTEN QUIETLY

INVOLVE OTHERS IN MAKING THE DECISION vs MAKE DECISIONS ALONE

PLAN AHEAD vs WAIT UNTIL THE LAST MINUTE

USE LONG-RANGE GOALS vs USE SHORT-RANGE GOALS

1. Examine each portion of the statement you did NOT circle. Write what you think would happen if you had to work in the following situations with an individual who made decisions differently from you.

a. Your boss wanted you to rearrange the merchandise in one area of the store for a sale the next morning.

b. Your friend wanted to study with you for a final exam.

c. It was your turn to clean the house.

d. Your sister wanted you to do all her Christmas shopping for her.

2. List 3 ways in which it will help you to get along better with others if you understand how others make decisions.

Decision-Making Model

Whenever you have an important decision to make, follow these steps:

1. Identify the problem.
2. Consider your choices.
3. Gather information.
4. Consider the outcomes.
5. Make your decision.
6. Evaluate your decision.

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TEEN LIVING, Prentice Hall; Needhlam MA, 1990

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ACTIVITY

Read about Ellen.

Ellen is a high school senior. She would like to have a new dress for graduation. Her dad was laid off his job. The family did not have money to buy her a dress. Ellen was in a clothing class at school. Her neighbor down the street did sewing for people.

Help Ellen solve her problem. Use the decision making process. Go through each step. Make a decision that you think is best for Ellen.

Step 1: Identify Ellen's problem. ______________________________

____

Step 2: List Ellen's possible choices. ___________________________

____

Step 3: Select the best choice for Ellen. _________________________

____

Step 4: Tell how Ellen can act on this choice. ____________________

____

____

Step 5: Look at the results. Tell how you think Ellen would feel about this choice. ____

____

____

****

CONFRONTING A PROBLEM

Name____ Date______________

Directions:

During the next week you will need to resolve a conflict. Read and answer each question. This will help you practice the steps for conflict resolution.

1. What was the problem?

2. Who were the people involved?

3. What day and place have you scheduled to meet with them to discuss the problem?

4. What are the possible solutions?

5. What did you decide to do?

6. Did everyone involved agree the issue is settled? If not, what will you do next?

7. Describe a situation in the job setting that would involve a similar problem.

Balancing Work & Family, ISU and IA Dept of Ed, 1988

Student Worksheet

DECISION CONSEQUENCES

Examine the decisions listed below. In the center column, list possible consequences or results that might happen, immediately or within a week from the decision. In the right-hand column, list the possible long-range consequences that might occur. (Long-range consequences occur one or more years from the present.) Then answer the questions following the table.

DECISIONS	IMMEDIATE CONSEQUENCES	LONG-RANGE CONSEQUENCE
Example: The job listed in the paper looks like the one I've been waiting for. I'll call in the morning.	There would be more time to plan what should be said in the phone call, but others would have first chance at the job.	Putting off important decisions until the next day may become a habit. The end result might be losing many opportunities.
1. The test is tomorrow. I haven't read the chapter. I'll get up early and study before school starts.		
2. I'm tired of going to class. I won't go today.		
3. Those new pants are the latest style. I must have them to wear to the party next week. I'll get them instead of Mom's birthday present.		
4. I hate living at home. Nobody like me. I'm going to move out.		
5. I just love french fries and Cokes. That's all I eat.		
6. Everybody has a car. I'll get a job after school so I can buy one.		

Student Worksheet

7. The teacher is going to call on me. I'll answer by saying "I don't know."		
8. It's raining so hard. Here I am at the shopping center and my raincoat is at home.		
9. Everybody is using drugs. If I want to be part of the group, I'll have to use them.		
10. I'll take the easy courses at school.		
11. Our desks are to be cleaned off before leaving work. I need all of these papers in the morning. I'll leave everything out tonight.		
12. "Going with" is wonderful.		
13. I hate baby-sitting for my younger brother and sister. I'm going to leave then and spend the evening with my friend.		
14. Eating lunch is too fattening. I'll spend my lunch money at the movies tonight.		
15. We love each other so much, let's get married.		

Student Worksheet

16. Compare the immediate and long-range consequences you have written for numbers 1, 5, 10, and 15. How does the immediate consequence affect the long-range consequence in each decision?

a. #1: ____________________

b. #5: ____________________

c. #10: ____________________

d. #15: ____________________

17. Which seems more important in numbers 1, 5, 10, and 15, immediate or long-range consequences?

____

18. List 3 reasons why it's important to consider immediate consequences of a decision.

____

19. List 3 reasons why it's important to consider long-range consequences of a decision.

____

20. Identify the decisions as **SOCIAL, ECONOMIC, OR TECHNICAL** decisions. List the number of each decision on the appropriate line.

SOCIAL Decisions: # ____________________

ECONOMIC Decisions: # ____________________

TECHNICAL Decisions: # ____________________

PROBLEM SOLVING

Whenever we make a change in our lives, we can run into problems. It is important to think about these things ahead of time and come up with some ways to solve these possible problems before they happen.

Let's look at some problem possibilities and think about ways to handle them. Be as honest as you can.

Need Area	Check if Possible Problem	Possible Solutions
TRANSPORTATION - GOING PLACES		
-I don't have a driver's license		
-I don't have a car in good condition		
-I depend on buses or taxis for transportation and there aren't any where I might be working		
-I don't have enough gas money to do a job search		
-I am afraid of going to new places		
HOUSING		
-I have no place to live where I might be working		
-I have no way of paying for moving and housing costs if I must move		
-I don't have the shopping, cooking and cleaning skills to live alone		
-I don't want to move from my present home		
-I would like to move if I get a job, but members of my family are against it		
FRIENDS AND FREE TIME		
-I worry that I might be too far from family and friends		
-I don't like to be alone		
-I am shy and uncomfortable around new people		
-I don't know how to spend my free time--I get bored or lonely		
CLOTHING AND APPEARANCE		
-I don't have the appropriate clothing for job seeking or working		
-I don't know what is appropriate to wear for job seeking		
-I don't like my appearance		

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

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Need Area	Check if Possible Problem	Possible Solutions
HEALTH AND MEDICAL CARE		
-I'm not sure my health is good enough to live away from family		
-I wouldn't know what to do in an emergency		
-I worry about finding and paying for doctors and dentists		
-I don't know how to plan for healthy eating		
MANAGING MONEY		
-I don't have the money to begin a new job or move to a new home		
-I have trouble keeping track of the money I spend		
-I have trouble paying my bills on time		
-I don't use a budget to plan my spending		
-I worry about money a lot		
KEEPING A JOB		
-I often oversleep or am late getting places		
-I have a hard time getting along with certain types of people		
-I get bored easily		
-I get angry easily		
-I don't like it when people tell me I'm not doing my work right		
OTHER AREAS		
-I need help getting along with my family or marriage partner		
-I need help with legal problems		
-I need day-care for my child		

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

LEADERSHIP--PERSONAL MANAGEMENT--SELF-ESTEEM

THE LEARNER WILL IDENTIFY FACTORS THAT INFLUENCE THE DEVELOPMENT OF SELF-ESTEEM.

SUBOBJECTIVES:

1. The student will define attitude and list characteristics of a positive attitude.

2. The student will define motivation and its influence on an individual.

3. The student will recognize the importance of good grooming and its effect on self-esteem.

4. The student will identify personal strengths and weaknesses.

5. The student will understand the importance of being assertive.

ACTIVITIES:

1A. Brainstorm characteristics of a positive attitude.
Suggestions:
- Smiles easily
- Willing to change ideas and behavior
- Can see another person's point of view
- Rarely complains
- Accepts responsibility for mistakes
- Seldom criticizes others
- Is considerate of others
- Looks other people in the eyes when talking with them
- Respects the opinions of others
- Never makes excuses
- Has a variety of interests

1B. Describe people they know that have a positive attitude.

1C. Complete activity, "An Attitude Inventory."

2A. Write on board or overhead definition of motivation. (Motivation is something that causes a person to act a certain way.)

2B. Divide into 2 groups. One group will list external (or extrinsic) types of motivation while the other group will list types of self-motivation (or intrinsic).

3A. Discuss handout "Silent Messages: The Language of Clothes."

4A. Complete worksheet, "My Employability Quotient."

4B. Individually list positive traits and negative traits. Discuss which changes might someone make to improve their traits.

5A. Discuss definition of assertiveness: (Assertive--quality of standing up for one's right, beliefs and ideas). Brainstorm situations where assertiveness is appropriate. Example: saying no when a friend asks to copy your assignment. Roleplay situations.

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Personal Management
Self-Esteem--1C

Name ______________________________

An Attitude Inventory

The purpose of this activity is to help you evaluate your own attitude toward other people and situations to see if you need to improve your attitude.

You read in Chapter 6 that the main reason young workers lose their jobs is because they don't get along well with others. In other words, they have a negative attitude. To see if your own attitude needs improvement, complete the attitude inventory that follows.

In the blank to the left of each statement below, write the number of what you believe is the most accurate answer according to the following scale.

5 = positively yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = positively no

After you have answered all the questions, total your score. Then rate your attitude according to the scale on the next page.

_____ 1. Do you make new friends easily?

_____ 2. Do you try hard not to be a complainer?

_____ 3. Are you careful never to interrupt when another person is speaking?

_____ 4. Can you be optimistic when others around you are depressed?

_____ 5. Do you try not to boast or brag?

_____ 6. Do you control your temper?

_____ 7. Are you genuinely interested in the other person's point of view?

_____ 8. Do you speak well of your employer?

_____ 9. Do you keep the same friends for years?

_____ 10. Do you feel well most of the time?

_____ 11. Do you refrain from swearing?

_____ 12. Do you keep promises?

_____ 13. Are you at ease with the opposite sex?

_____ 14. Do you try to be helpful to others?

_____ 15. Do you organize your work and keep up with it?

_____ 16. Do you get along well with your parents?

_____ 17. Do you readily admit your mistakes?

_____ 18. Can you be a leader without being bossy?

_____ 19. Is it easy for you to like nearly everyone?

_____ 20. Can you stick to a tiresome task without being constantly urged along?

_____ 21. Do you realize your weaknesses and attempt to correct them?

_____ 22. Can you take being teased?

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(Continued on next page)

Succeeding in the World of Work, Student Activity Workbook,
Glencoe Publishing Co., 1986

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______ 23. Do you avoid feeling sorry for yourself?

______ 24. Are you courteous to your fellow workers?

______ 25. Are you usually well groomed and neatly dressed?

______ 26. Are you a good loser?

______ 27. Do you enjoy a joke even when it is on you?

______ 28. Do you like children?

______ 29. Do you keep your own room in good order?

______ 30. Are you aware of the rules of etiquette?

______ 31. Are you tolerant of other people's beliefs?

______ 32. Do you respect the opinions of your parents?

______ 33. Do you know how to make introductions easily and correctly?

______ 34. Do you avoid sulking when things do not go as you would like?

______ 35. Are you a good listener?

______ 36. Do you like to attend parties?

______ 37. Are you the kind of friend you expect others to be?

______ 38. Do you accept compliments or gifts graciously?

______ 39. Can you disagree without being disagreeable?

______ 40. Do you like to give parties?

______ 41. Can you speak before a group without feeling self-conscious?

______ 42. Are you usually on time for social engagements?

______ 43. Do you drive carefully?

______ 44. Do you generally speak well of other people?

______ 45. Do you smile easily?

______ 46. Can you take criticism without being resentful or feeling hurt?

______ 47. Are you careful to pay back all loans, however small?

______ 48. Does your voice usually sound cheerful?

______ 49. Can you work well with those you dislike?

______ 50. Do you contribute to the conversation at the family dinner table?

______ 51. Do you try as hard to get along well with your family as with friends?

______ 52. Do you like people who are much older than you?

______ 53. Are you pleasant to others even when you feel displeased about something?

______ 54. Do you show enthusiasm for the interests of others?

______ 55. Are you free from prejudices?

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Rating Your Attitude

250-275	You're too good to be true!
200-249	Your attitude toward others is very good.
150-199	Your attitude needs improvement.
Below 150	You need to make a careful study of your attitude toward others, looking at yourself as others see you! Then you need to begin working toward improving your attitude.

Succeeding in the World of Work, Student Activity Workbook,
Glencoe Publishing Co., 1986

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Silent Messages: The Language of Clothes

Have you ever thought of the "messages" your clothing can communicate to others? Here are some of them:

Your idea of who you are
Your self-image
Your station or place in society
Your values
Your background
Your place on the hierarchical need ladder
Your national heritage
Your income
Whether you want to attract attention
Where you are going
Where you live
How you live
Your age and sex
Your "space needs"
Your interests
Your color preferences
What you think of others
What you do
Your interest in becoming part of a "group"
The group or groups to which you do belong
The events that have occurred in your life
The climate and weather
The condition of "the world" and community
Your job
What you do for fun in your leisure time

LifePlans, South-Western Publishing Co., 1987

MY EMPLOYABILITY QUOTIENT

Directions:

The qualities listed are identfied as most important by employers. Rate you own personality. Place a check in the column that best describes you.

I am...	Agree	Disagree
1. cooperative	______	______
2. loyal and dedicated	______	______
3. honest and conscientious	______	______
4. responsible, dependable, and reliable	______	______
5. enthusiastic	______	______
6. initiative and independent	______	______
7. able to understand and follow directions	______	______
8. ambitious	______	______
9. adaptable and resourceful	______	______
10. able to accept criticism	______	______
11. considerate and courteous	______	______
12. accurate and concerned about quality	______	______
13. pleasant, cheerful, and friendly	______	______
14. patient and tolerant	______	______
15. neat in appearance and manner	______	______
16. poised and tactful	______	______
17. efficient and productive	______	______
18. punctual and arrive to work every day on time	______	______

Balancing Work & Family, ISU and IA Dept of Ed, 1988

LEADERSHIP--PERSONAL MANAGEMENT--STRESS MANAGEMENT

THE LEARNER WILL SELECT TIME MANAGEMENT STRATEGIES THAT CAN HELP INDIVIDUALS REDUCE STRESS.

SUBOBJECTIVES:

1. The student will discuss "Ways to Manage Stress."

2. The student will list ways to improve time management.

ACTIVITIES:

1A. Discuss "Managing Stress."

1B. Do activity "Stressful Situations."

1C. Complete the activity, "Life Events."

2A. Discuss "Keeping Life in Balance."

2B. Complete the activity, "Managing Your Time."

2C. Hand out the worksheet, "My Activities."

LIFE EVENTS

Name ______________________________ Date ____________________

Directions:

These 15 life events are related to work and family life. Which events do you perceive to be most stressful and which least stressful? Circle the number that best describes your perceptions. A 5 means the event is most stressful and a 1 means the event is least stressful.

Life Event	Most-----------Least				
1. marriage	5	4	3	2	1
2. personal illness or injury	5	4	3	2	1
3. being fired	5	4	3	2	1
4. moving	5	4	3	2	1
5. changing jobs	5	4	3	2	1
6. pregnancy	5	4	3	2	1
7. vacation	5	4	3	2	1
8. death of spouse	5	4	3	2	1
9. trouble with boss	5	4	3	2	1
10. divorce	5	4	3	2	1
11. death of family member	5	4	3	2	1
12. changing responsibilities at work	5	4	3	2	1
13. spouse begins or stops work	5	4	3	2	1
14. family member's illness or injury	5	4	3	2	1
15. outstanding personal achievement	5	4	3	2	1

Balancing Work & Family, ISU and IA Dept of Ed, 1988

KEEPING LIFE IN BALANCE

Name____ Date____________________

Everyone has many demands on their lives. As a teenager, your family expects certain behaviors from you. Do you have to babysit your younger brother or sister sometimes? Or, clean your room? School has certain rules, also. Is there homework in at least one class tonight? Your job does, too. Perhaps your employer needs you to work Saturday from 9:00 a.m. to 5:00 p.m.? Then there is you. You have a need to be by yourself and to do things for yourself. Do you read, play basketball, eat, or sleep?

You need to be able to give the appropriate weight to each aspect; self, school/job, and family. There will always be conflicts in the way you want to divide your life.

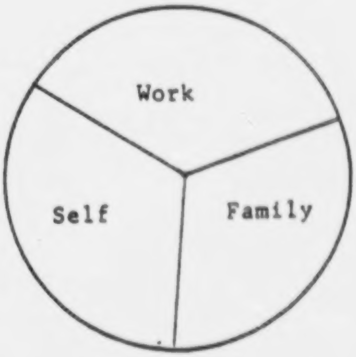
This is true as an adult. Think back to the answers you received during the interview in lesson number 10. That adult had many areas of their life to balance. As an adult, you will need to balance family, work, and self.

Work refers to the area of your life in which the major activity occurs. This may be a job, taking care of a home, volunteer work, or going to school.

The next area is family. This refers to the activities involved in being a family.

The final area is self. Think of all the activities you do for yourself. These include eating, sleeping, exercising and pursuing hobbies.

The figure below illustrates a person's life in balance.



Balancing Work & Family, ISU and IA Dept of Ed, 1988

Directions: Read each example of a person's life. Draw lines in each circle to show how their life is divided. Include all three areas in each circle.

1. Tyrone goes to work five days a week. About once a month, he has to travel out of town for his employer. Occasionally this means he is gone over night. He also is expected to attend evening meetings. It is important for his job that he stay trim and well-groomed. So he works out three time s a week at the YMCA. His wife and children complain they never see him.

2. As a single parent, Siu-Linn is concerned that her children receive enough attention and good care. She reads everything she can about nutrition and child care. The part-time job she has fits her schedule well. She is home when her children are home. The position does not pay well and offers little hope for advancement. She has little time for herself.

3. Dale is working full-time and going to school to finish his degree. He enjoys spending time with his two children. He takes them to the movies, shopping, out to eat, and watches them play softball. Lately, he's been having headaches, indigestion, and doesn't sleep well.

4. Think about your parent or another adult. Complete a circle for them. Write a brief story about them on the lines below.

____

____

____

____

5. Think about yourself. Complete a circle describing your life. Write a brief story about yourself on the lines below.

____

____

____

____

Balancing Work & Family, ISU and IA Dept of Ed, 1988

MANAGING YOUR TIME
(How Do You Rate?)

YES	NO		DO YOU:
____	____	1.	Start the day before thinking through what has to be done?
____	____	2.	Start a job before thinking it through?
____	____	3.	Leave jobs before they are completed?
____	____	4.	Do the easy or less important work first before the more important things?
____	____	5.	Spend a lot of time doing the things you have always done and are good at doing?
____	____	6.	Feel it is easiest to do things the way you have always done them even though a new way is better?
____	____	7.	Start projects that you have little interest in or know that you probably will not finish?
____	____	8.	Make sure the short, easy tasks get done first?
____	____	9.	Fail to anticipate crises?
____	____	10.	Handle the concerns of friends immediately when requested?
____	____	11.	Have a large number of different jobs going at the same time?
____	____	12.	Socialize either in person or via telephone with friends or neighbors several times daily?
____	____	13.	Get distracted while studying or working by things around the house or your room such as newspapers, TV, friends who drop in to see you?
____	____	14.	Make several trips in your auto or on your bicycle rather than grouping errands together for one trip?

To rate yourself, count the number of yes answers and the number of no answers. If you answered "yes" more often than "no" - you have a lot of work ahead. If you have five to ten "yes" answers you can improve the effective use of your time. If you answered "yes" to more than 10 questions you are in big trouble.

Consumer Education and Management of Family Resources, UNI, 1990

MY ACTIVITIES

Name________________________Date________________

Directions: This time log starts with class today. Continue to fill in the blanks until the next class. Leave the columns "area" and "priority" blank. These will be completed later. Remember, each day should only have 24 hours in it.

Time			Activity	Priority	Area
Start	End	Total			

JOB GETTING

THE LEARNER WILL DEVELOP SKILLS AND DEMONSTRATE PROFICIENCY IN GETTING A JOB.

SUBOBJECTIVES:

1. The student will identify requirements for a job.

2. The student will demonstrate personal hygiene, cleanliness, and physical conditioning.

3. The student will demonstrate an ability to identify and utilize job search opportunities.

4. The student will demonstrate an ability to complete the necessary forms for obtaining a job.

5. The student will demonstrate an ability to organize thoughts and clearly expresses point of view both orally and in writing.

6. The student will demonstrate positive interviewing techniques.

7. The student will demonstrate an ability to evaluate job offers.

8. The student will explain the role and responsibilities involved in the relationship between employer and employee.

ACTIVITIES:

1A. Teacher information.

1B. Values exercise--rates individual values and compares the ratings to students throughout the nation.

1C. "The Holland Game"--compares personality types to occupational environments.

1D. "Self Evaluation" question sheet.

2A. Teacher information.

2B. Evaluation of personal grooming habits.

3A. "The Job Search Plan."

3B. "Planning and Keeping Track of my Job Search."

3C. "The Hidden Job Market."

3D. "How to Find Job Openings."

3E. "Job-related Skills--Hunting Jobs."

3F "Job-related Skills--What's up in the Want Ads?"

4A. Teacher information--resume.

4B. Resume worksheet.

4C. Useful Words and phrases.

4D. Working with a resume.

4E. Cover letter worksheet.

4F. Teacher information application.

4G. Practice job applications (samples included).

4H. Thank you letter after interview.

5A. The application form, "Help Sheet."

5B. Comparing job application forms.

5C. Fact sheet on the job.

6A. Teacher information--"How to interview."

6B. Complete interview questions.

6C. With a classmate acting as the interviewer, answer the "More Interview Questions."

7A. Teacher information.

7B. Informational interview "Help Sheet."

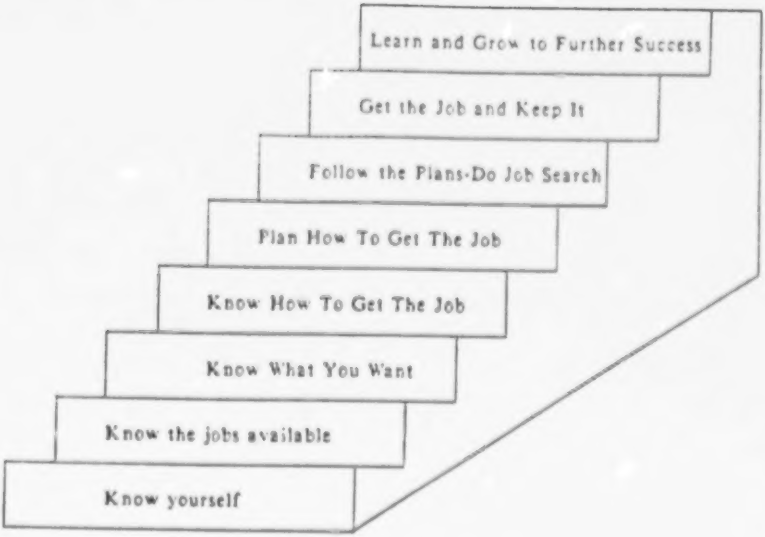
7C. Working with job ads.

7D. "Employer Supports and Benefits Survey."

7E. "Dealing with rejection."

8A. Teacher information sheet.

8B. "Employer-Employee Case Studies."


Learn and Grow to Further Success
Get the Job and Keep It
Follow the Plans-Do Job Search
Plan How To Get The Job
Know How To Get The Job
Know What You Want
Know the jobs available
Know yourself

EIGHT STEPS TO SUCCESS

1. Know my interests, values, skills and abilities.
2. Know what jobs are available to me.
3. Set job goals--both short-range and long-range.
4. Know how to get the job I want now.
5. Develop plans and strategies to get the job I want.
6. Follow the plans--do the Job Search.
7. Get the job and keep it!
8. Learn and Grow to Further Success!

REVIEW: STEPS INVOLVED IN LOOKING FOR A JOB ON MY OWN

STEP 1: Know your interests, values, skills and abilities.

STEP 2: Select three jobs which you would like to have now--short-term goals. Also, if you can, set some long-term goals--what do you want to be doing five years from now; ten years from now?

STEP 3: Develop a resume to present you to employers--your special skills and abilities on paper.

STEP 4: Plan your job search--who you will contact, when, where and for what jobs.

STEP 5: Plan and prepare what you will wear for your job search.

STEP 6: Apply for jobs--in person, by telephone, and by mail. Be sure to follow up or contact again employers you have not talked with in several weeks.

STEP 7: Interview--be prepared to present yourself positively and confidently.

STEP 8: Rejections--happen to most people--reward yourself for your effort and hard work and get back to your job hunt.

STEP 9: JOB OFFER--it will happen! Consider carefully and accept or decline courteously and as soon as possible. If you decline, go back to Step 6.

STEP 10: Practice good and responsible job behaviors and job keeping skills.

Finally, after you have learned all there is to learn in the job you were hired for, you may want to keep your eyes open for chances to grow with the company--learn new skills and maybe even advance to a better position. You may also want to leave the company and go on to another. Be aware of such opportunities and good luck! But don't offend the employer by looking for a change while you are still brand new on the job.

b Seeker's Workbook, Materials Development Center, University
Wisconsin--Stout, 1988

Your Values

The ideas, relationships, and other things that are important to you are your **values**. If you believe money is important, then money is one of your values. If your family and friends come first in your life, then you value them above all else.

While you were growing up, you probably shared most of your parents' values. For example, if they placed a great deal of importance on education, chances are that you did, too. If their religion was very important to them, you probably shared many of their beliefs.

As you got older, you probably began to question many of the values you grew up with. You probably hung onto the values that made sense to you and discarded those that didn't. You may have placed less emphasis on some and more emphasis on others. You may have even added some values of your own.

It is important to know what your values are when you make career decisions. For example, if you place a high value on helping others, you don't want a job that seems socially useless or harmful — no matter how large the salary. If spending time with your family is important to you, you won't want a career that requires a lot of out-of-town travel.

The values-rating activity in this chapter will give you more solid information about your values. This activity measures ten general values that you should consider when making a career choice. These ten values are briefly described below.

Fame is one value that many young people share. Unfortunately, few people have jobs that make them world famous. It is possible, however, for people to be well known (famous) in their own communities. The shop owner, school principal, basketball coach, and newspaper writer are all likely to be recognized. To a lesser degree, a friendly waitress or bus driver will achieve some fame among a group of satisfied customers.

Money is an important value to many people. People who place a high value on money have a good chance of becoming fairly wealthy. However, these people should be prepared to work hard and long. They may have to sacrifice other values. People who value money should ask themselves how much they are willing to give up to get it.

Some people place a high value on **power**. These people will want to explore careers that give them a certain amount of authority. At the very least they will want to have authority over their own work. They will probably not be happy taking orders — instead they might enjoy working for themselves. In most cases, people who value power work for promotions so that they can attain positions of authority.

Religion is an important value to many people. These people may want to work in a church setting. If they don't work in a church, they will at least want to do a job that doesn't conflict with their religious beliefs. People with strong religious values often have a highly developed moral sense. They want whatever they do to be highly ethical.

Humanitarianism means a deep concern for other people. Many people believe that it is important to do things for others. People who place a high value on humanitarianism may pursue careers in medicine, in social work, or in organizations such as the Peace Corps and Red Cross. A humanitarian would be most satisfied in a career that is directly helpful to people.

Some people place a very high value on **family**. These people look for jobs that allow them to spend time with their spouses and children. For example, a teacher's hours and vacations often correspond with his or her children's schedules.

There are many careers open to those who value **health**. Besides the obvious careers such as doctor and nurse, there are therapists, nutritionists, exercise consultants, counselors, and many more. People who place a high value on health try to avoid certain jobs. For example, these people would not want to work in an underground coal mine or on a dangerous construction site.

Aesthetics is an appreciation for beauty. People who value aesthetics might want to work in a national park, an art gallery, or the entertainment field. These people would probably be unhappy in a garbage- or sewage-treatment plant.

Many people value **creativity**. Some creative people choose to write books or paint pictures. But there are many other jobs that involve creativity. Chefs are creative. So are gardeners. In fact, it is possible to use creativity in hundreds of jobs. A common characteristic of creative jobs is that they do not involve repeating one task in the same way day after day.

People who value **social contact** like to be around others. While almost all jobs involve social contact, some jobs involve more social contact than most. Sales people, ministers, and doctors are examples of people who do jobs involving a lot of social contact. People who value social contact would probably *not* enjoy operating a lighthouse or a ranger station.

Independent Study for the World of Work, McKnight, 1984

Name ____________________

[illegible] Rating Your Values

The purpose of this activity is for you to rate your values and to compare your ratings to those of students throughout the nation.

Below and on the next few pages are one hundred statements that deal with the ten values discussed earlier in this chapter. Read each statement carefully. Then rate the statement as it applies to you.

If the statement is *definitely true*, circle *10*.
If the statement is *mostly true*, circle 7.
If you are *undecided*, circle 5.
If the statement is *mostly false*, circle 3.
If the statement is *definitely false*, circle *0*.

Values Statements	**Definitely True**	**Mostly True**	**Undecided**	**Mostly False**	**Definitely False**
1. I have a physical checkup every year.	10	7	5	3	0
2. I will take my children to church services regularly.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have a lot of friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire at fifty.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions that involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with at least one of my parents.	10	7	5	3	0
12. I have taught a Sunday School class or have otherwise taken an active part in my church.	10	7	5	3	0
13. I am willing to spend time helping fellow students who are having difficulty with their studies.	10	7	5	3	0
14. Even at the same salary, I would rather be the boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working than going on a paid vacation.	10	7	5	3	0

Values Statements	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
22. I like to go to parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a God who answers prayers.	10	7	5	3	0
25. I would rather be an officer than just a club member.	10	7	5	3	0
26. I would rather spend my last $100 for needed dental work than for a vacation at my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than math.	10	7	5	3	0
29. I often have daydreams about things that I would like to do if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I feel ill, I usually call a doctor.	10	7	5	3	0
34. I believe that tithing (giving one-tenth of one's earnings to the church) is one's duty to God.	10	7	5	3	0
35. I enjoy taking part in discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. I like to be the one who decides what we will do or where we will go when I'm out with friends.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family that had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (in the newspaper).	10	7	5	3	0
45. I would rather take a class in freehand drawing than a class in math.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48. I have expensive tastes.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important to me that grace be said before meals.	10	7	5	3	0
4. I sometimes miss sleep to visit late with company.	10	7	5	3	0
55. I usually get at least eight hours of sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0

Values Statements	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
57. I like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would get a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairperson at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a scriptwriter.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10 10	7 7	5 5	3 3	0 0
69. I am careful to have a balanced diet each day.	10	7	5	3	0
70. I often influence other students concerning the classes they enroll in.	10	7	5	3	0
71. I would like to be written up in *Who's Who*.	10	7	5	3	0
72. I read the Bible or other religious writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one in charge.	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel I must comfort him or her.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I almost never skip meals.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0
81. I have a particular friend with whom I discuss problems.	10	7	5	3	0
82. I believe that God created people in His own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I would enjoy having people recognize me wherever I go.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things that help others.	10	7	5	3	0
88. Someday I would like to write a novel.	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10 10	7 7	5 5	3 3	0 0
93. I often organize group activities.	10	7	5	3	0

Values Statements	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
94. When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95. I respect my father and mother.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to have are quite expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what they might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

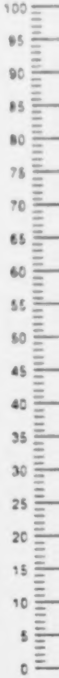
Rating Your Values

The numbers of the one hundred statements that you just rated are listed under the appropriate values in the chart below. For example, statements 6, 16, 18, 32, and so on, all relate to the value *fame*; therefore they are listed under *Fame*. To determine your rating for each value, write the number that you circled (10, 7, 5, 3, or 0) for each statement on the blank next to the statement number. Then add the numbers in each column to get your total for each value.

Values Rating Chart

Fame	Money	Power	Religion	Humanitarianism
6 ____	7. ____	9 ____	2 ____	5. ____
16 ____	21. ____	14 ____	12 ____	13. ____
18 ____	29. ____	25 ____	24 ____	17. ____
32 ____	40. ____	39 ____	34 ____	31. ____
44 ____	48. ____	47. ____	41. ____	42. ____
57. ____	60. ____	61. ____	53 ____	58. ____
65 ____	68. ____	70. ____	63 ____	64. ____
71. ____	76. ____	75. ____	72 ____	77. ____
84. ____	89. ____	85. ____	82. ____	87. ____
92. ____	97. ____	93 ____	91. ____	100. ____
Total ☐	Total ☐	Total ☐	Total ☐	Total ☐

Family	Health	Aesthetics	Creativity	Social Contact
8. ____	1. ____	3 ____	10. ____	4. ____
11. ____	19 ____	15 ____	20 ____	22 ____
27. ____	26. ____	28. ____	23 ____	30. ____
35 ____	33. ____	36. ____	37 ____	38 ____
43 ____	50. ____	49 ____	45 ____	46. ____
59 ____	55 ____	52 ____	56 ____	51. ____
67 ____	69. ____	66. ____	62 ____	54. ____
78 ____	79. ____	80 ____	73 ____	74. ____
83 ____	86. ____	94 ____	88 ____	81. ____
95 ____	99. ____	98 ____	96 ____	90. ____
Total ☐	Total ☐	Total ☐	Total ☐	Total ☐



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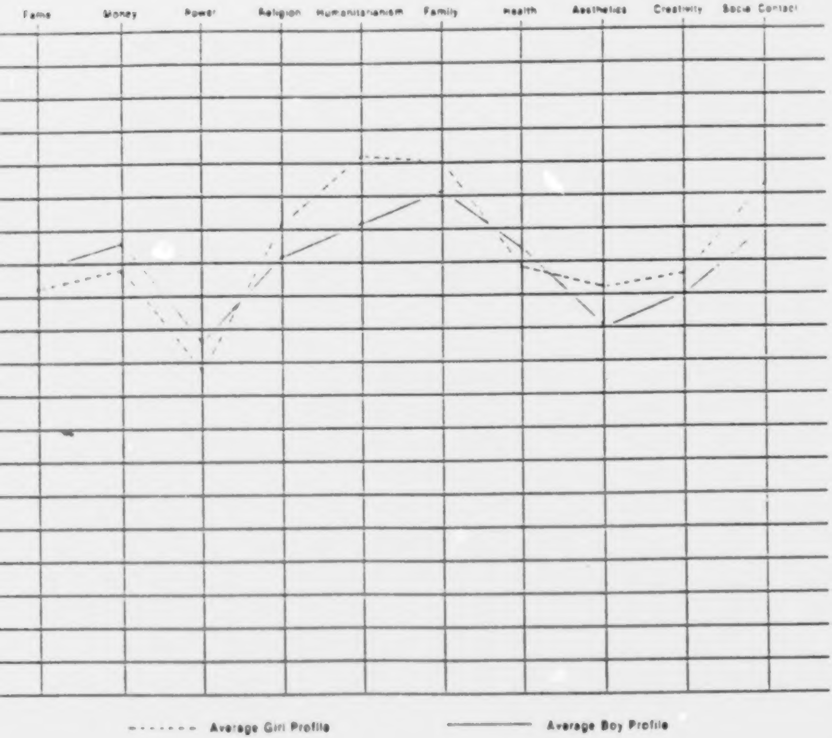
Independent Study for the World of Work,

Comparing Values

The graph below shows the *average* scores for each of the ten values for both boys and girls. The averages are based on the scores of students from junior and senior high schools across the country.

Plot your own scores (from the preceding page) on the graph. You will then be able to compare your value ratings to those of other students your age.



McKnight, 1984

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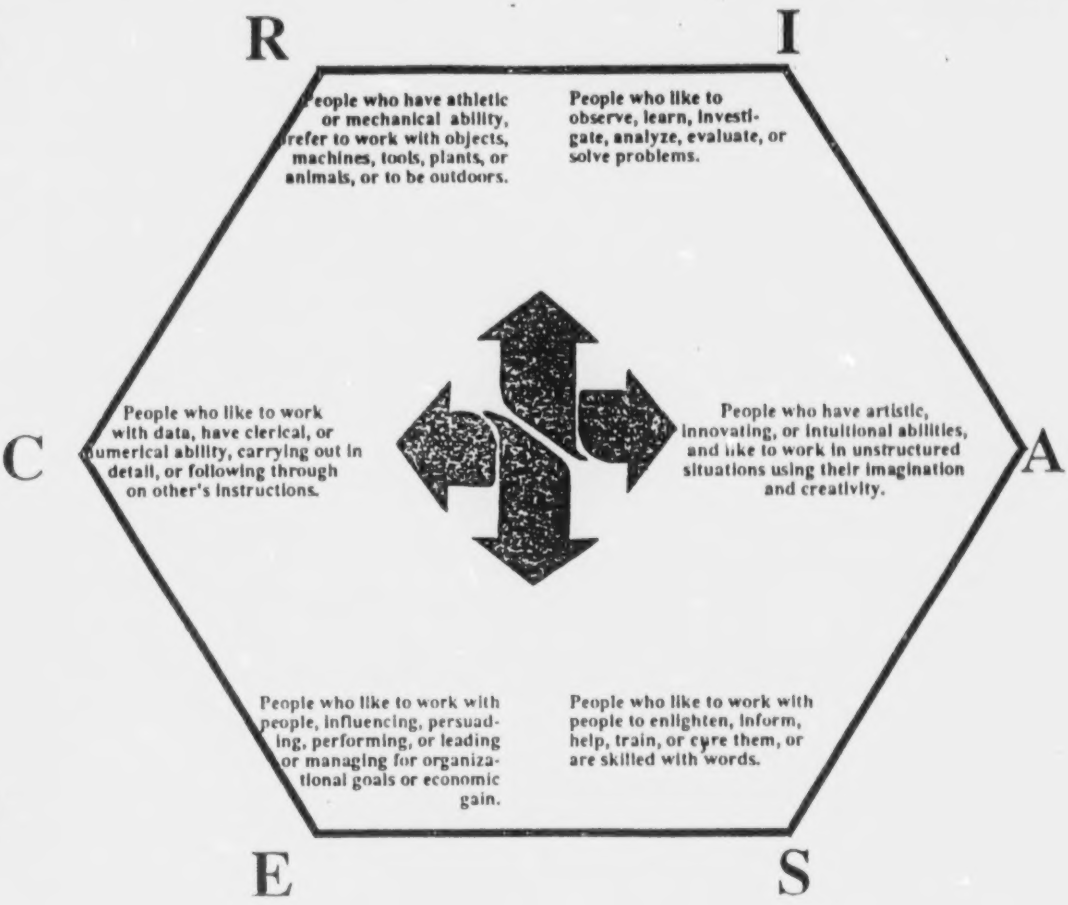
What Are Your Career Interests?



eople who have athletic or mechanical ability, refer to work with objects, machines, tools, plants, or animals, or to be outdoors.

People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

People who like to work with data, have clerical, or umerical ability, carrying out in detail, or following through on other's instructions.

People who have artistic, innovating, or intuitional abilities, and like to work in unstructured situations using their imagination and creativity.

People who like to work with people, influencing, persuading, performing, or leading or managing for organizational goals or economic gain.

People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

The Holland Game

Picture yourself walking into a room in which the above six groups of people already are interacting. Read the descriptions of each group and list which group you would be drawn to first, then your second choice, and finally your third choice.

○ first ○ second ○ third

This exercise is based on Dr. John Holland's theory that people and work environments can be loosely classified into six different groups. Different people's personalities may find different environments more to their liking. While you may have some interests in and similarities to, sever[illegible] the six groups, you may be attracted primarily to tw[illegible] three of the areas. These two or three letters are your "Holland Code." For example, with a code of "RES" you would most resemble the Realistic type, somewhat less resemble the Enterprising type, and resemble the Social type even less. The types that are not in your code are the types you resemble least of all. Most people, and most jobs, are some combination of two or three of the Holland interest areas.

Now turn to the following pages that describes career possibilities, training programs, hobbies, community activities, and identifications that correspond to your strongest interest areas. This will give you further ways of checking out your career-related interests and getting involved in your career planning.

This hexagonal model of RIASEC occupations is the copyrighted work of Dr. John Holland, and is used with his permission. The Holland Game is adapted from Richard Bolles' "Quick Job Hunting Map."

THE SIX PERSONALITY TYPES

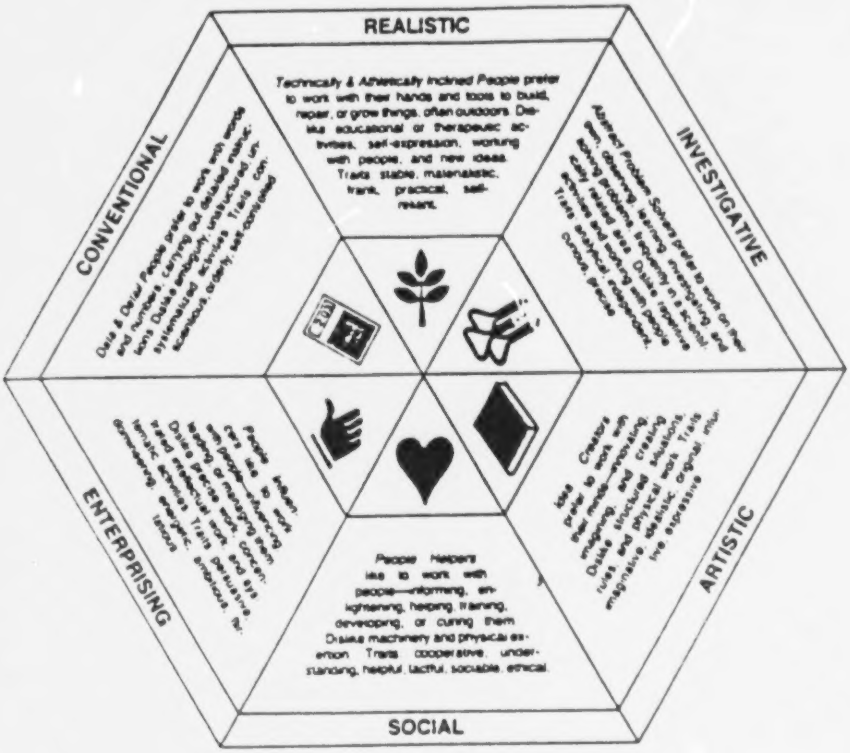


Figure 1

Psychologist John L. Holland's identification of six personality types is based on unique patterns of interests and skills. Most people can be placed in one to three of these categories which can then be used to help them to discover the occupations for which they are best suited (see Figure 1).

Realistic

Technically & Athletically Inclined People prefer to work with their hands and tools to build, repair, or grow things, often outdoors. Dislike educational or therapeutic activities, self-expression, working with people, and new ideas. Traits: stable, materialistic, frank, practical, self-reliant.

Investigative

Abstract Problem Solvers prefer to work on their own, observing, learning, investigating, and solving problems, frequently in a scientifically related area. Dislike repetitive activities and working with people. Traits: analytical, independent, curious, precise.

rtistic

Idea Creators prefer to work with their minds—innovating, imagining, and creating. Dislike structured situations, rules, and physical work. Traits: imaginative, idealistic, original, intuitive, expressive.

Social

People Helpers like to work with people—informing, enlightening, helping, training, developing, or curing them. Dislike machinery and physical exertion. Traits: cooperative, understanding, helpful, tactful, sociable, ethical.

Enterprising

People Influencers like to work with people—influencing, leading, or managing them. Dislike precise work, concentrated intellectual work, and systematic activities. Traits: persuasive, domineering, energetic, ambitious, flirtatious.

Conventional

Data & Detail People prefer to work with words and numbers, carrying out detailed instructions. Dislike ambiguity, unstructured, unsystematized activities. Traits: conscientious, orderly, self-controlled.

Tomorrow's Business Leader, January 1986

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OCCUPATIONAL ENVIRONMENTS

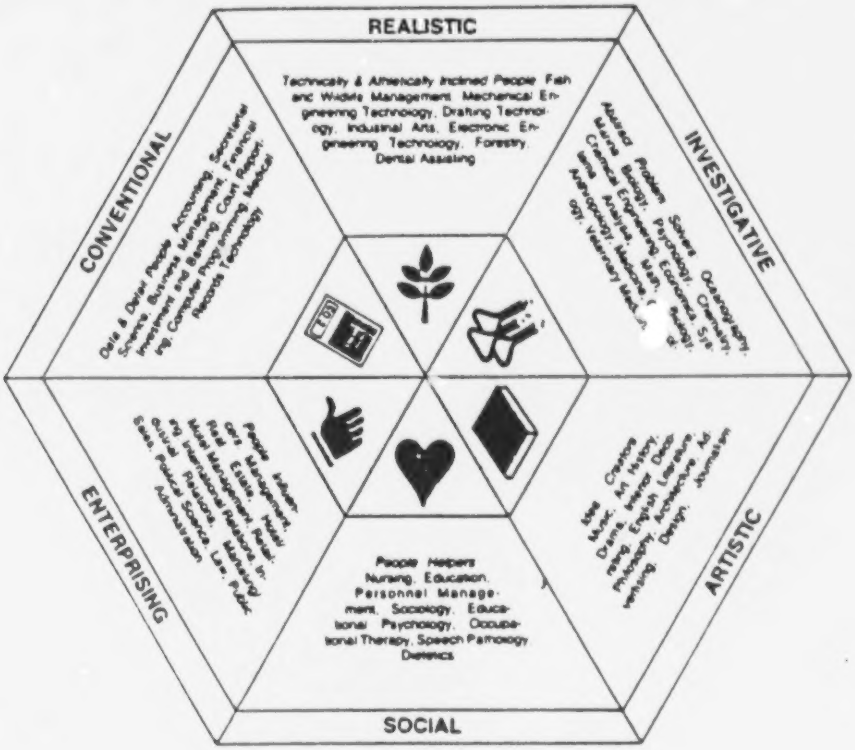
REALISTIC
Technically & Athletically Inclined People: Fish and Wildlife Management, Mechanical Engineering Technology, Drafting Technology, Industrial Arts, Electronic Engineering Technology, Forestry, Dental Assisting
INVESTIGATIVE
ARTISTIC
SOCIAL
People Helpers: Nursing, Education, Personnel Management, Sociology, Educational Psychology, Occupational Therapy, Speech Pathology, Dietetics
ENTERPRISING
CONVENTIONAL

Figure 2

This chart shows traditional occupations associated with the personality types identified by Holland (see Figure 2).

Realistic

Technically & Athletically Inclined People: Fish and Wildlife Management, Mechanical Engineering Technology, Drafting Technology, Industrial Arts, Electronic Engineering Technology, Forestry, Dental Assisting

Investigative

Abstract Problem Solvers: Oceanography, Marine Biology, Psychology, Chemistry, Chemical Engineering, Economics, Systems Analysis, Math, Biology, Anthropology, Medicine, Criminology, Veterinary Medicine

Artistic

Idea Creators: Music, Art History, Drama, Interior Decorating, English Literature, Philosophy, Architecture, [illegible]rtising, Design, Journalism

Social

People Helpers: Nursing, Education, Personnel Management, Sociology, Educational Psychology, Occupational Therapy, Speech Pathology, Dietetics

Enterprising

People Influencers: Management, Real Estate, Hotel/Motel Management, Retailing, International Relations, Industrial Relations, Marketing/Sales, Political Science, Law, Public Administration

Conventional

Data & Detail People: Accounting, Secretarial Science, Business Management, Financial Investment and Banking, Court Reporting, Computer Programming, Medical Records Technology

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JOB ORIENTATION

ASSIGNMENT SHEET --SELF EVALUATION

Ask yourself the following questions and truthfully answer them. Then ask yourself the question, "Would I really hire myself?"

WOULD YOU HIRE YOURSELF?

1. Are you a willing worker?
2. Do you ever stay a few minutes overtime to finish a particular task?
3. Are you punctual and dependable?
4. Can you keep a secret when told to do so or do you spread the word and add to it?
5. Are your job skills and speeds above average?
6. Do you get along well with people?
7. Do you offer to help others when they are swamped with work?
8. When you make a mistake, do you admit it, correct it, and avoid making the same mistake again?
9. Do you observe the rules of the establishment faithfully or do you make your own?
10. Can you ignore rumors and refuse to gossip?
11. Can you leave your personal problems at home where they should be or do you bring them to work with you?
12. Do you keep yourself well groomed and neat?
13. Do you keep your work area neat, clean, and in order?
14. Do you spend a lot of your main hours on the telephone in idle gossip?
15. Do you insist on a "coffee break" even if your work is greatly behind schedule?
16. Do you use supplies and equipment the same as if you were paying for them out of your pocket?
17. Do you take pride in every bit of work that you put out?
18. Do you have a negative attitude?
19. Do you speak softly and with a pleasant voice?

Occupational Child Development, Curriculum and Instructional Materials Center, Okalahoma State Department of Vocational and Technical Education, 1975
Used by permission.

GROOMING AND CLEANLINESS

No matter what type of job you are interviewing for--BE NEAT AND CLEAN.

- Fingernails should be clean and properly cut. Women should be sure that any fingernail polish looks fresh and not chipped.
- Hair should be shiny clean, neat and nicely cut and styled.
- Men should be clean shaven or have short, neatly trimmed mustache and beard.
- Women should wear fresh and conservatively applied make up.
- Teeth should be brushed and breath fresh.
- Face, neck, hands and arms should be clean.
- Bathe or shower and use deodorant just before the interview.
- Perfume or after-shave lotion should flatter you and be very lightly applied.

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

JOB SUCCESS

ASSIGNMENT SHEET --EVALUATE PERSONAL GROOMING HABITS

Good grooming is essential in successful human relations. However, poor personal appearance was identified as the number one reason why people were not hired during an employment interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to "represent" the company in appearance and action. Complete the chart below and then answer the questions which follow.

	Always	Most of the time	Occasionally	Seldom or Never
BODY CLEANLINESS AND CARE				
Do you bathe at least once daily?				
Do you bathe soon after participating in strenuous activity?				
Do you use an effective deodorant daily?				
Do you keep your undergarments fresh and clean?				
POSTURE				
Do you sit properly without slouching?				
Do you stand properly with chin up and shoulders back?				
Do you walk with your head held high and at a fast pace?				
TEETH, MOUTH, AND BREATH				
Do you have a dental checkup at least once a year?				
Do you brush your teeth at least twice daily?				
Do you use a preventative as often as necessary to avoid bad breath?				

* Home Economics II, Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1975
Used by permission.

ASSIGNMENT SHEET

	Always	Most of the time	Occasionally	Seldom or Never
Are you conscious of the fact that too much gum and sweets may be harmful to your teeth?				
HAIR				
Do you avoid combing or brushing your hair in public?				
Do you wash your hair at least once a week?				
Do you brush you hair daily?				
Do you wear your hair in a style that is becoming to you?				
Do you keep your brush and comb clean?				
If you have dandruff, have you tried a medicated shampoo or seen a doctor?				
FACE (FOR GIRLS ONLY!)				
Do you wash or clean your face before applying fresh makeup?				
Do you apply your makeup in moderation?				
Do you avoid applying makeup in public?				
Does the color of your makeup blend with your skin tone?				
Do you blend your makeup down onto your neck to avoid the masked look?				
FACE (FOR BOYS ONLY!)				
Do you wash or clean your face daily?				
Do you use blemish cover?				
Do you shave regulary?				

Home Economics II. Curriculum and Instructional Materials Center. Oklahoma State Department of Vocational and Technical Education. 1975. Used by permission.

ASSIGNMENT SHEET

	Always	Most of the time	Occasionally	Seldom or Never
HANDS				
Do you refrain from biting your fingernails?				
Are your fingernails clean and trimmed to a moderate length?				
CLOTHING				
Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?				
Do your clothes look neat, clean, and pressed?				
Do you wear clothes appropriate to the occasion?				
Do you wear shoes that fit properly?				
Do you keep your shoes brushed or polished and in good condition? (NOTE: Avoid overrun heels, scuffs, and lack of shoelaces.)				
Do you keep your outer garments free from dandruff, lint, etc.?				
Do you ever use clothing as a means to rebel against school and parental authority?				
GENERAL HEALTH AND APPEARANCE				
Do you make an effort to eat a balanced diet each day?				
Do you watch your weight carefully and try to keep it at the recommended weight for you?				

Home Economics II. Curriculum and Instructional Materials Center. Oklahoma State Department of Vocational and Technical Education. 1975. Used by permission.

ASSIGNMENT SHEET

	Always	Most of the time	Occasionally	Seldom or Never
Do you avoid "junk foods"?				
Do you avoid eating what you know is harmful to your complexion?				
If you had a serious skin problem, would you consult a dermatologist?				
Do you get enough sleep each night?				
Do you have physical checkups regularly?				
Do you get sufficient physical activity?				
Are you absent no more than 1 1/4 days out of thirty on account of illness?				
Do you choose clothes that are becoming to your body?				
Do you avoid extremes in styles?				

1. What are your strengths in your personal grooming habits?

2. What areas of your personal grooming habits need improvement?

Home Economics II. Curriculum and Instructional Materials Center. Oklahoma State Department of Vocational and Technical Education. 1975. Used by permission.

IDENTIFYING EMPLOYERS FOR MY JOB SEARCH PLAN

Source	Where Can I Find Them	What Will They Tell Me?
Want Ads	Newspapers, some magazines, bulletin boards in public places.	The name of the job, sometimes the name of the company and how to apply. Sometimes more.
State Job Service	The telephone directory in the white pages, usually under your State. Call for an appointment.	About local job openings, many employers who do not list openings in want ads. Can also help with special programs for people who qualify.
School Counselors and Teachers	High schools, vocational/technical schools, and colleges.	Information about jobs and companies that hire. Sometimes specific openings they know about.
Yellow Pages of Phone Book	The telephone directory at home, at work or school. Libraries usually have many different directories from all over the country.	Names, addresses and phone numbers of employers listed alphabetically under specific categories.
Manufacturer's Directories (By State or City)	Libraries, Job Counseling Centers	Lists companies in the specific area, names of contact people, company officers, products and types of work done.
Chamber of Commerce	The telephone directory in the white pages, usually under the City's name.	Current list of local companies, what they do and contact people with telephone numbers.
Reference Library	Most libraries, especially in schools and colleges.	Company annual reports, business and financial information and books on specific careers and job hunting.
Employer Personnel Office	Inquire in person or contact by telephone or mail.	Company jobs available and what workers do.

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THE JOB SEARCH PLAN

Early each week prepare a schedule to help you plan your upcoming job search.

- Indicate which days you will make telephone calls to employers.
- Specify which days you will make telephone calls to employers. These calls can be first contacts or follow-up calls.
- Specify which days you write to employers. This would include letters applying for positions, thank you and follow-up letters.
- Designate times to follow-up with sources who are helping your job search efforts. These sources might be teachers, family, friends, Job Service, DVR, PWI or other agencies.

After awhile your job hunting efforts can become confused in your mind. Use this plan to keep track of your job search activities. Do one plan for each week.

Developing a job search plan requires some hard work. It may not be easy to start actually putting down on paper the names of companies you will contact and when. This method can save you a lot of time and confusion later--so it is worth the effort.

Five Steps to Developing a Job Search Plan

1. Write down all the communities where you would be willing to work.
2. Make a list of all the prospective employers from each of the communities you wrote down. This list can be drawn from tips received from family and friends, and a variety of published sources and reference books.
3. Decide on a reasonable and logical plan for contacting employers. For example, you may wish to contact eight employers one week that are all located in the same community. Or, you may decide to contact all retail stores in one week and all food service establishments the next.
4. Record on some type of chart or list your logical plan for contacting prospective employers. An example of such a planning sheet can be found on page 93. Make copies from this master copy for your own use if you desire.
5. Finally, make certain you keep up your Job Search Plan sheet noting any special occurrences such as dates of contact and follow-up.

The Job Work Workbook, Education Associates, Inc., 1987

JOB SE

Employer Name and Address	Phone Number & Contact Person	J Ap
	Phone Number: Contact Person: Title:	
	Phone Number: Contact Person: Title:	
	Phone Number: Contact Person: Title:	
	Phone Number: Contact Person: Title:	

Name: ____________________

ARCH PLAN

ob to ply for	Date Contacted	Comments/Notes
	Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no
	Follow-up:	Application submitted __yes __no Resume submitted __yes __no Interview scheduled __yes __no

PLANNING AND KEEPING TRACK OF MY JOB SEARCH

What is a Job Search?

A job search is the way you find out about, apply, and interview for employment. It is over when you are hired for a job that is acceptable to you.

Planning Your Job Search

There are a lot of ways to find possible job openings. Check all the ways you will use to find a job.

I will:

		(✓) Yes	No
1.	Apply to employers in person	___	___
2.	Apply to employers by mail	___	___
3.	Apply to employers by telephone	___	___
4.	Ask friends and relatives	___	___
5.	Division of Vocational Rehabilitation	___	___
6.	Answer newspaper ads (only 12-15% of openings listed in want ads)	___	___
7.	Job Service	___	___
8.	Ask former instructors	___	___
9.	Apply for State or Federal jobs	___	___
10.	Through unions and apprenticeships	___	___
11.	Ask former employers	___	___
12.	Temporary help agencies	___	___
13.	Employment agencies	___	___
14.	Placement Offices--colleges and technical schools	___	___
15.	Reference section of the city or school libraries: Various Directories of Employers, Newspapers and Phone Directories from all over the country (and world), Journals and Magazines	___	___

The Job Work Workbook, Education Associates, Inc., 1987

THE "HIDDEN" JOB MARKET

Don't overlook some of the best sources for job information--people you know. Tell everyone you know or meet that you are looking for work. Ask people like:

- Friends
- Teachers
- Relatives
- Past supervisors
- People you have worked with
- People who belong to the same team or club
- Neighbors
- People at church or synagogue
- People you do business with
- New people you meet

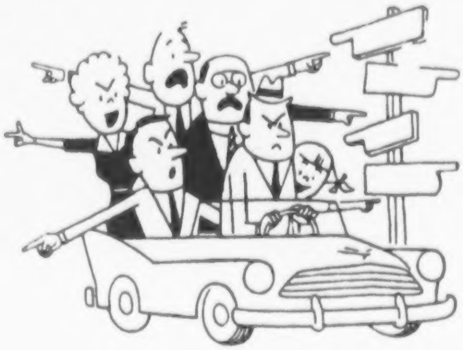
List five people you will contact to let them know you are looking for a job:

1. ____
2. ____
3. ____
4. ____
5. ____

How to Find Job Openings

There are many ways to find out about job openings:

1. Talk with friends, family, teachers, neighbors and other people.
2. Check newspaper ads.
3. Put an ad about yourself in the newspaper.
4. Visit work sites.
5. Visit businesses.
6. Talk with former employers.
7. Visit school placement services.
8. Visit community organizations.
9. Visit public employment agencies.
10. Visit private employment agencies.
11. Visit government personnel offices.
12. Check with unions.
13. Check the U.S. Armed Forces' recruiting offices.
14. Check with professional organizations' offices.



Are there this many ways?

1. You are interested in working in a small appliance repair shop. Choose 5 of the above ways to find job openings and list specific names and addresses you would use in your area.

2. Write a "job wanted" ad about yourself for the newspaper. Limit your ad to 30 words/abbreviations.

The Job World Workbook, Education Associates, Inc., 1987

Reading the Newspaper "Help Wanted" Section

Abbreviations Often Used in the Newspaper

A	AM	MORNING
	APPT	APPOINTMENT
	APT	APARTMENT
	ASST	ASSISTANT
B	BGN or	
	BEG	BEGINNING
	BLDG	BUILDING
C	COL	COLLEGE
	COMM	COMMISSION
	CO	COMPANY
	CORP	CORPORATION
D	DEPT	DEPARTMENT
	DIR	DIRECTOR
E	EDUC	EDUCATION
	EST	ESTABLISHED
	EVE	EVENINGS
	EXP	EXPERIENCE(D)
	EXT	EXTENSION
F	FB	FRINGE BENEFITS
	FT	FULL TIME
G	GRAD	GRADUATE
	GUAR	GUARANTEE
H	HS	HIGH SCHOOL
	HOSP	HOSPITAL
	HR	HOUR
	HRS	HOURS
I	IMMED	IMMEDIATE
	INDIV	INDIVIDUAL
	INT	INTERVIEW

L	LG	LARGE
	LIC	LICENSE
M	MED	MEDICAL
	MFG or	
	MANUF	MANUFACTURING
	MGR	MANAGER
	MGT	MANAGEMENT
	MOS	MONTHS
N	NATL	NATIONAL
	NEC	NECESSARY
	NEG	NEGOTIABLE
	NO	NUMBER
O	OFC	OFFICE
P	PER or	
	PERS	PERSON
	PD	PAID
	PM	AFTERNOON
	POS	POSITION(S)
	PT	PART TIME
R	REF	REFERENCES
	REQ	REQUIRED
S	SAL	SALARY
	SEC	SECRETARY
	SUPV	SUPERVISOR
T	TEMP	TEMPORARY
	TRANSP	TRANSPORTATION
W	WPM	WORDS PER MINUTE
	WK	WEEK, WORK
	WKENDS	WEEKENDS
	W/	WITH
Y	YRS	YEARS

HELP WANTED

Mechanic-forklifts. Must have exp. repairing gasoline, call 646-4440. Mon.-Fri. 1-4 p.m.

Parts Person

Immed. opening for FT pos. Exp. req. Respond in writing as to past exp. & ref. to Herald Leader Bldg. Box 40, 100 Midland Avenue, El Paso, TX 79948.

ATTENTION!

Want a Chance? We are hiring 20 aggressive people immed. No exp. nec. Will train. Call Mr. Hardin, 292-3939.

Service Station Attendant

PT, exp. only with ref. Apply in person, AM only. 1705 Limestone.

GRILL COOK

FT, exp. Call 404-4949 between 9-3. Jones' Restaurant.

Secretary. Pos. available for indiv. w/good shorthand & typing (80 WPM). Sal. neg. with exp. Good FB pd. Ofc. in So. Boston. Hrs. 8-5. Phone 384-4949 for int. appt.

Kitchen Help Wanted

Exp. Mon-Fri shift. Ref. req. 339-4939.

Accountant/Bookkeeper

Lg. Co. in coal mining business relocating corp. headquarters to Lex. Immed. opening for high caliber pers. with full charge accounting and bookkeeping exp. through function financial statement preparation. We desire a pers. with career objectives and ability to grow with the job. Exp. in coal industry req. Sal. neg. with exp. Send resume with ref. to Mr. Lackey, 1039 Dove Road, Lex. 40506.

SUBSTITUTE BUS DRIVER in Jefferson Parish. HS educ. nec. 21 yrs. old or under 65 yrs. old. Exp. on standard shift vehicle. Good driving record. Bgn. sal. $4.71/hr. guar. Write: P.O. Box 4944 New Orleans, LA 70191, to obtain application.

Maintenance person, Apt. complex, exp. nec. Apt. furnished plus sal. Resume to: PO Box 33939, Phoenix, AZ 85001. Mgt. by lg. natl. co.

Refrigeration Tech. Asst. No lic. req. Wage neg. based on skill and exp. Est. firm. Call 303-3030 ext. 809 for int.

Temp. Hospital Wk. Mature pers. to wk. in local hosp. nursery. 5 days/wk. 2 hrs/day. AM or PM. No wkends. Must have own transp. See Pers. Mgr. or Nursery Supv. at Highlands Hospital, Portland, OR 97207.

I WILL SOLVE ALL YOUR JOB PROBLEMS

Phone Bill
at 494-5959 for int.

EXPERIENCED ROOFERS

303-4058
PM only

Civil Engineering Technician, 2-year degree req. exp. preferable. Send resume to Marshall Engineering, Co. Box 1996, Sacramento, CA 95809.

Dental Hygienist opening in downtown office. Salary plus comm. Good FB pd. Send letter with resume to Dr. Margaret Smallwood, Suite 214, Doctors Bldg., Milwaukee, WI 53402.

Fill in the blank with the correct word for which the abbreviation stands.

1. AM
2. FB
3. HRS
4. SAL
5. WK
6. EXP
7. REQ
8. APPT
9. INT
10. REF
11. EDUC
12. PT
13. POS
14. NEC
15. NEG
16. GRAD
17. GUAR
18. IMMED
19. COL
20. YRS
21. BGN
22. PM
23. COMM
24. CO
25. PER

Read the following want ad. Using the blank spaces provided below, write the ad without using any abbreviations.

Custodial Worker

Jefferson Community Col. 3 pos. available. Must have exp. in all phases of floor care. Bgn. sal. $3.54/hr guar. plus FB. Hrs. 8-5, no wkends. Ref. req. Contact Mr. Jim Meeks, 494 Jones Avenue, between 9AM and 11AM only.

RESUMES

Because it can open doors which might otherwise be closed to you, a well prepared resume is very important to a successful employment search. A good resume clearly points out your work related skills, abilities, and experiences to a prospective employer.

Anyone can benefit from a resume. Although many people think that only "professional" persons need a resume, a well-written resume always make a positive impression and may make the difference between getting or not getting an interview.

What is a resume?

A resume is your personal information sheet that tells an employer:

- Who you are--your name, address, telephone number and
- What skills, education, experience, and interests you hav

What does a resume do?

- Provides important information about you,
- Presents you as an organized and motivated person, and
- Makes you look serious about finding a job.

What do you do with a resume?

- Take copies with you when you go to apply for a job. Always include a copy with an application form. If the employer or personnel office says that they are not accepting applications, ask if you can leave a copy of your resume and check back in a week or two to see if any job openings have occurred.
- Mail a copy to employers with a cover letter requesting a chance to discuss your qualifications with them personally.
- Take a copy to the interview to provide further information if the interviewer does not appear to have a copy on hand.

Many different types of resume styles are acceptable to employers, and there are many books that tell you how to write different resumes. However, the most important thing is that the resume clearly and quickly draw attention to your best "selling points." Research has shown that employers typically spend only 8 to 30 seconds reviewing each resume.

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

When writing a resume, some basic resume guidelines should be [illegible]dered:

- It should be one or two pages in length--no more.
- It should look good--neat, concise, and easy to read.
- It should clearly point out your skills and worker strengths and tell the employer what you can do for the company.
- It should be accurate--no slang, spelling errors, or abbreviations.
- It should contain information about your work, educational, military, and volunteer experiences. Include dates and special accomplishments for each experience.
- It can list your "job objective," or you can leave it off the resume.
- It can list activities, interests, and references.

Most important, however, you should feel good about the way your resume looks and how it accurately and positively presents your skills and abilities.

Specializing Your Resume

If you want to have a professional looking resume, consider specializing it by using a conservatively colored bond paper. Cover letters to employees can also be written on this paper. White, off-white, light tan, or light gray are examples of acceptable paper colors.

There are four ways to prepare the resume:

- Type each one individually using a good typewriter; check each one carefully for errors.
- Make copies with a good quality photocopy machine.
- Have a print shop lithograph the resume.
- Print each copy individually on a word processor with a quality printer (not cheap dot matrix!).

In any case, you will want your resume to look conservatively attractive, professional, and easy to read. Although the resume may not get you the job, it may get you the interview.

RESUME CHEC

Check over these key points with your finished r

_____ Be typed or duplicated on quality bond
first impression.

_____ Be easy to read with no grammatical or

_____ Clearly point out skills, training and oth
job goal.

_____ Cite areas of achievement, professional
accomplishments.

_____ Be no more than two pages in length.

_____ Avoid the use of personal pronouns such

_____ Use skill and action words to begin desc

_____ Use bold type or underlining to emphasi

_____ Mention military experience, volunteer,

KLIST

esume. It should:

paper in order to make a very positive

spelling errors.

er qualifications applicable to your

memberships, and other interests and

as "I," "My," and "Our."

riptive statements.

ze your strongest selling points.

and community organizing work.

Job Getting--4A

MISSOU[illegible]ARTMENT OF LABOR AND INDUSTRIAL RELATIONS
DIVISION OF EMPLOYMENT SECURITY

RESUME GUIDELINES AND SAMPLE RESUME

PREPARE A GOOD RESUME

Two Basic Resume Formats:

Chronological

Lists your past jobs and job-related information such as education in chronological order--that is, by dates. The most recent job, for example, is always listed first. It is simply a summary of your experience and skills and when and where you acquired them. This format highlights a strong work history and is advantageous for someone with a good work history.

Skill-Based

Divides qualifications into major skills and abilities and provides a brief listing of jobs and dates they were held. This type of resume is advantageous to those who wish to stress skills and abilities and de-emphasize dates. It is best used when changing fields, re-entering the job market or if you have gaps in your work history.

Ingredients for a Good Resume:

- Neatly typed with no errors.
- Printed or photocopied on good quality paper.
- Easy to read and eye-catching.
- Wording should be clear and concise.
- Lots of white spaces, capitals, underlining and indentations to make different sections stand out.
- Does not include everything you've done--is selective.
- Highlights items that closely match the job's requirements.
- Uses active verbs, short phrases and is positive.
- Can be skimmed for most important details in 20-30 seconds.
- Is restricted to one page.

CHRONOLOGICAL RESUME GUIDELINES

Job Getting--4A

Name
Street
City, State, Zip Code
Telephone
Message Telephone (Optional)

CAREER OBJECTIVE: (Optional)	This is a short, positive statement about the type of work you are seeking. Keep the objective broad enough to fit several related job possibilities. If you are applying for different types of jobs, you might want to have two separate resumes with different objectives.
WORK EXPERIENCE:	Generally, cite only experiences that are related to the job you are seeking. List for each employer, the company name, address, job title, employment dates and a description of duties and accomplishments using active verbs and short positive phrases. Volunteer work should be included in this category if it is related to your job objective.
EDUCATION:	List the highest level of formal education or training first. College graduates should list the name of the institution, degree received, major, minor fields of study and date degree received. List in reverse chronological order other levels of education and training with the type of diploma, degree or certificate that you received. If you have recently finished school and do not have related work experience, you can list some of the courses that you took that are related to the job for which you are applying.
PECIAL SKILLS: (Optional)	Special skills (such as typing), special knowledge (such as a foreign language) or memberships in professional organizations should be listed if they relate to your job objective. List any licenses you hold or hobbies that you have which use skills the employer might use.
MILITARY BACKGROUND: (If applicable)	List branch of service, dates of service, awards, rank, training and assignments.
REFERENCES:	State "Furnished upon request".

KILL-BASED RESUME

John Doe
000 Ridgecrest Drive
Columbia, MO 65201
(314) 000-0000

XPERIENCE:

Truck Driving: Four years' experience in over-the-road truck driving. Responsible for loading and unloading the trailer. Inspected and prepared trucks for road trips. Fueled and cleaned the trucks. Kept daily logs.

Cross Country Truck Lines--Hauled grain and steel across the United States.
3/87 - Present

XL Refrigerator Lines--Transported beef sides in eastern United States. 12/85 - 2/87

Machining: Six years' experience operating machines in a factory setting.

M & M Machine--Set up and operated automatic screw machines. Read blueprints and held close tolerances to within (+-) .0001 inch. Checked work using precision measuring instruments. Trained new employees on machine operations. 3/82 - 11/84

Waterloo Machine Shop--Drilled and bored holes with a radial drill press. Laid out blueprints on steel sheets prior to cutting steel patterns. Kept work area clean.
10/78 - 3/82

Construction: Ten years' experience in the construction trades.

ABC Construction--Estimated and bid jobs. Set forms, poured and finished concrete for driveways, foundations, steps and patios. 4/71 - 10/78

XYZ Building and Supply--Waited on customers and assisted them in selecting materials to be used in home improvements. Operated a cash register. Knowledgeable about building material products. 3/68 - 3/71

UCATION:

Columbia High School, Columbia, MO
Diploma Awarded 1965

LITARY:

United States Army, Honorable Discharge
1965 to 1967

FERENCES:

Provided Upon Request

BEST COPY AV

RONOLOGICAL RESUME

John Doe
000 Main Street
Columbia, MO 65201
(314) 000-0000

JOB OBJECTIVE:

To secure a management position with opportunity for advancement.

EXPERIENCE:

XYZ Restaurant, Columbia, MO 1987 to Present

MANAGER: Responsible for the restaurant's customer relations, profitability and general appearance. Reduced food costs by 15% within six months of assuming the manager's position. Reorganized the supply room to reduce loss of spoiled food and time spent in inventory and ordering. Remodeled the restaurant and increased sales by 25%. Hired, trained and supervised the restaurant personnel. Wrote promotional information to be used in advertising.

ABC Cafe, Columbia, MO 1981 to 1987

ASSISTANT MANAGER: Tallied sales at the end of the work day and made night deposits. Supervised the work of the dining room and kitchen employees. Opened the store in the morning and closed the store at night.

COOK: Part-time cook while attending the Columbia Institute of Technology. Prepared food according to customers' specifications. Kept the kitchen area clean. Ordered, stocked and inventoried food and kitchen supplies.

DUCATION:

Columbia Institute of Technology, Columbia, MO
Associate of Applied Arts, Marketing Management, 1983

OLUNTEER WORK:

Jaycees, President, 1986
Students' Marketing Management Association, 1981 to 1983

FERENCES:

Provided Upon Request

AILABLE

Useful Words and Phrases

It is important to use action words and short sentences in a resume. Employers want to know what you accomplished in previous jobs, school, and volunteer work. This is no time to be shy! Look through the following list of words and phrases. Pick out those that fit you and apply to your desired job. See if you can use these and similar words in your own resume. Even if you have never worked, you have hundreds of skills and abilities. Check those that you have used in previous jobs and other activities. Also check those that would apply to you in a future job.

About You and Your Strengths

___enthusiastic
___competent
___organized
___motivated
___effective
___responsible
___assertive
___a risk taker
___a fast learner
___trustworthy
___talented
___a leader
___cooperative
___an administrator
___dedicated
___a generalist
___a problem-solver
___a coordinator
___a manager
___efficient
___a trainer
___an achiever
___a willing worker
___a developer
___dynamic
___reliable
___a specialist
___skilled
___punctual
___a troubleshooter
___bilingual
___a motivator

About Your Experience

___comprehensive
___successful
___broad
___intensive
___solid
___consistent record of (growth, promotion, progress, etc.)
___general
___competent
___extensive
___specific

About Your Abilities and Skills

___plan
___conceive
___supervise
___interview
___solve problems
___write, compose
___work well with others
___develop
___create
___delegate
___understand
___implement
___train, teach
___assist
___communicate
___recruit
___modify
___analyze
___innovate
___increase productivity
___reduce expenses
___increase profits
___establish priorities
___schedule
___practice
___initiate

Relating to Data

___synthesize
___complete
___coordinate
___compute
___analyze
___copy
___compare

Relating to People

___mentor
___supervise
___speak/signal
___poise
___public speaking
___persuasive
___influential
___negotiate
___divert
___communicate
___encourage others
___team member
___hire/fire
___instruct
___persuade
___take instruction
___develop support
___accept supervision
___debating
___develop trust
___serve
___help
___understand
___crisis intervention
___interpersonal skills
___promote

The Work Book, McKnight, 1983

Relating to Things

___set up
___operate/control
___organize

___coordinate
___research

___numerical ability
___appraise

___install
___demonstrate
___perform music

___manage money
___write reports
___policy making

___precision work
___driving operating

___handle
___evaluation

___memory skills
___budget
___bookkeeping

___selling
___sports
___program development

___summarize
___work well under pressure

___comprehend
___artistic presentations

___initiate projects
___fund raising
___showmanship

___design
___produce
___tending

___manipulate
___planning

___purchase
___filing/typing

___calculate
___act
___building

Now circle at least ten words or phrases in the preceding lists that best describe you and your qualifications. Of course, these should represent skills that you most want to use in your next position. Also, you should be able to give an example of how you have used each skill or ability. Then use these words in your resume. Write out examples that demonstrate how you used these skills. Make sure that these skills relate to your career-objective statement. You might as well get paid for doing those things that you can do well and enjoy doing.

For more information about resumes, check your local bookstores and libraries. If you need help in finding the books you need, ask the salesperson or librarian.

on-the-job reading and writing

Terms to know

apparel	things to wear; clothing
initiative	ability to take the first steps in doing something

Working with a Résumé

On the opposite page is the résumé that Lois Wilson wrote when she was looking for a job. The résumé contains information about Lois's education and work experience. It also identifies special abilities that make Lois especially qualified for a job as a sales clerk.

Read over the résumé carefully. Study how it is organized. Then read the questions below. Refer to the résumé as you need to. Circle the letter of each correct answer.

1. What is the purpose of a résumé?
   a. to organize your life
   b. to tell possible employers about yourself
   c. to help you decide what kind of job or career you want
2. What information is given first on a résumé?
   a. name, address, and phone number
   b. references from friends and relatives
   c. the person's work experience
3. What is a "job objective"?
   a. the amount of money the person wants to earn
   b. the kind of job the person wants
   c. the reason the person wants a job
4. Under Qualifications, why would Lois Wilson write "enjoy public contact"?
   a. to tell employers that she likes this important part of sales work
   b. to be sure she could still telephone her friends from work
   c. to make her mother and father happy
5. Under Education, why did Lois mention two particular high school courses?
   a. The courses taught her to speak Spanish.
   b. The courses were difficult, and she got good grades.
   c. The subjects are related to the kind of work she wants.
6. Under Experience, how are the various items listed?
   a. The most recent job is first.
   b. The first job Lois had is first.
   c. The most interesting job is first.
7. Which of these items from her résumé help make Lois qualified to be a sales clerk in women's apparel? **Circle eight.**
   a. "Enjoy public contact."
   b. "1502 W. 32nd Avenue"
   c. "Good mathematics ability"
   d. excellent health
   e. courses in sewing and tailoring
   f. high school course in retailing
   g. experience as a cashier
   h. hobby of gymnastics
   i. experience as a sales clerk
   j. left her cashier job
   k. hobby of fashion design
   l. member of International Affairs Club
   m. served as cheerleader
8. On a résumé, what should you include?
   a. everything you have ever done in your life
   b. basic information about yourself that might help you get the job you want
   c. things you think an employer might expect, no matter whether they are true for you or not

Career Reading Skills, Book b, Globe Book Co., Inc., 1984

Résumé

LOIS T. WILSON
1502 W. 32nd Avenue
Philadelphia, Pennsylvania 19105
(215) 654-3210

JOB OBJECTIVE: Sales Clerk, Women's Apparel

QUALIFICATIONS:
Enjoy public contact
Good mathematics ability
Possess energy and initiative

EDUCATION:
Bentley High School, 1979–1983.
Received diploma.
Concentration in business and art.
Courses included retailing and bookkeeping.

Corson Community Center, 1982–1983
After-school courses in sewing and tailoring

WORK EXPERIENCE:
Sales Clerk, Parker Variety Store
June–September, 1982
Made out sales and charge slips. Received cash payments. Gave change and receipts. Handled returns and exchanges of purchases. Kept work area neat. Left job to return to school.

Cashier, Bentley High School Bookstore
September, 1981–June 1982
Received cash payments. Gave change and receipts. Assisted with sales of school supplies. Helped manager take inventory of stock. Left job when store closed during summer vacation.

PERSONAL DATA:
Born: May 21, 1965
Health: Excellent
Marital Status: Single, living with parents
Activities: In high school was a member of the Gymnastics Team and the International Affairs Club. Served as cheerleader for two years.
Hobbies: Gymnastics, sewing and fashion design
Other: Speak and read some French.

Many peo[illegible]islike the "paperwork" involved in a job search. However, it is not too difficult if you follow some basic guidelines. Let's look at the paperwork typically required during an employment search.

FILLING OUT JOB APPLICATION FORMS

THE COMPLETED JOB APPLICATION FORM IS PROBABLY THE FIRST IMPRESSION AN EMPLOYER WILL HAVE OF YOU--SO MAKE IT A GOOD ONE! IT IS IMPORTANT TO ANSWER ALL OF THE QUESTIONS CAREFULLY AND POSITIVELY.

The way you fill out your application may tell the employer:

- how neat you are
- how well you read, write and spell
- how careful you are
- how prepared and organized you are
- how well you follow directions

Be sure to TAKE YOUR TIME AND DO A GOOD JOB FILLING OUT THE APPLICATION form or you may never get a chance to interview. Even one error on the application form can cause an employer not to select you for the interview.

Although there are thousands of different types of application forms, most of them are somewhat similar. Let's take a look at a typical one. Ask your instructor to show you more samples of the ones from your own community.

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

REASONS FOR LEAVING JOBS

Employers will take special note of your cited reasons for leaving past jobs. They will be watching for indications that you may have had difficulty getting along with other persons, for health problems and for other signs of "trouble." Take care when you indicate these reasons on an application form as well as while answering questions during an interview.

NEVER USE	USE INSTEAD
Fired Injury Health Problems Personal Problems (May alarm employer that you have a pattern of poor health or recurring injuries.)	Will Explain In Interview
Laid Off (May appear that you alone were fired or asked to leave job.)	Not Enough Work Large Company Lay Off Job Phased Out
Not Enough Money or Benefits Didn't Like Job Didn't Like Company Didn't Like Boss Quit (May appear that you have a bad attitude or don't get along with others.)	Will Explain in Interview or Job Advancement if you went to a job offering more money, better position, more benefits, better company, opportunity for job advancement.
	Other good reasons for leaving jobs: Moved or Relocated Care for my Family School or Training Seasonal or Temporary Employment

TIPS ON FILLING OUT APPLICATION FORMS

DO	DON'T
Do take a "Help Sheet," your resume, and an erasable pen with you.	Don't be caught unprepared without a pen and the correct information.
Do read the entire form carefully before you start filling it out.	Don't hurry through the form and make mistakes which show you don't follow directions well.
Do use your best printing and be neat.	Don't scratch out or write over mistakes--use an erasable pen. Don't fold, tear or smudge the application form.
Do follow all directions carefully.	Don't be afraid to ask questions if you don't understand.
Do tell the truth and be positive about yourself.	Don't confess everything on your application. If your written answer won't explain things positively, write "Will Explain in Interview" on your application form.
If you cannot answer a question posi- ively, you may choose to leave a blank pace. Do be prepared to answer and discuss these questions in an interview hough.	Don't expect employers to forget about blank spaces on your application form or about times in your work history when you have not worked.
Do re-read the application form before ou turn it in to make sure it presents ou in a positive way.	Don't turn in an application with spelling errors, cross-outs or negative sounding information.

MORE ABOUT CHOOSING REFERENCES

A reference is a person who knows you and can say things about your qualifications based on his/her experience working with you or simply knowing you. A good reference has credibility and will say positive things about your abilities and personality characteristics.

There are three types of references you can use:

1. Employer - These are people you have either worked for or with. List ones who have good things to say about your honesty, dependability and skills. If you are not sure what a former employer might say, ask them before you use their name. This type of reference is usually the most reliable reference available.
2. Training - These are people who have known you during your schooling such as teachers, administrators, or guidance counselors. Use this type of reference only if you've been in school within the past two years.
3. Character - These are people who have known you a long time and can talk about your honesty, work efforts, and dependability. Be sure to use their business titles to add credibility to this type of reference.

Do not list relatives, spouses, or significant others as references. These people will be expected to say good things about you and they lack credibility because of your relationship with them. Also, avoid using names of clergy or persons with strong political affiliations as the employer could possibly discriminate if he/she holds different beliefs.

REFERENCE CHECKS

Have you ever wondered what may be asked about you when an employer "checks" your references? The following are some typical questions that may be asked of a former employer.

1. How do you know him/her?

2. How long have you known him/her?

3. What kind of worker/person was he/she?

______ Dependable
______ Reliable
______ Accurate
______ Quality
______ Speed of Work/Quantity

4. How did he/she work without supervision?

5. How did he/she get along with others?

______ Co-workers
______ Supervisors

6. General impressions? Any problems? Any concerns?

7. How often was he/she late for work?

8. How often did he/she miss work in the past year?

9. Would you rehire him/her?

APPLICATION CHECKLIST

Always check the following items before you turn in your application form.

IS MY APPLICATION FORM:

- _____ filled out completely
- _____ clean and neat with no cross-outs or smudges
- _____ easily readable
- _____ filled out correctly--no spelling errors
- _____ truthful - yet does not list health or personal problems
- _____ positive and adequate in answers; states "open" as desired salary
- _____ signed by me

Application for Employment

Kum & Go®
FOOD STORES

Krause Gentle Corporation
Three Fountains Office Park • 4201 Westown Parkway
Suite 220 • West Des Moines, Iowa 50265
Phone: 515/226-0128 • Fax Phone: 515/226-0995

Last Name ______________________ First ________________ Middle ______________

Address ______________________ City ________________ State _____ Zip Code __________

Phone No. ____________________ Social Security No. ____________________________

Referred By ADVERTISEMENT / COLLEGE / GOV'T AGENCY / INDIVIDUAL (Name) ______________________

Are you 21 years of age or older __________ If No, what is your date of birth ____________________

Ever worked for this company before? ______ If Yes, where? ________________ When ____________

Who was your supervisor? ____________________ Reason for leaving ____________________

How many days of work have you missed because of illness in the last 12 months? ________________

Any mental or physical impairments which could effect your employment? ☐ Yes ☐ No

If Yes, explain ____

In case of emergency, notify ____
name address phone

Ever been convicted of a felony? ☐ Yes ☐ No

If Yes, explain ____

Position Desired ______________ Full Time or Part Time __________ No. of hours desired per week ______

Circle the days you are available to work:

M T W Th F

Circle the shifts you are available to work:

Days Evenings Nights

Do you desire this to be a short term job (less than 1 year) or long term job? ____________________

Date you can start ______________________ Salary desired ____________________

SKILLS AND QUALIFICATIONS

Summarize special skills and qualifications acquired from employment or other experiences that may qualify you for work with our Company.

____

____

EDUCATIONAL BACKGROUND

NAME AND LOCATION	YEARS COMPLETED	DID YOU GRADUATE?	COURSE OF STUDY	
HIGH SCHOOL				
COLLEGE			MAJOR	DEGREE
OTHER				

REFERENCES

NAME	TELEPHONE	YEARS KNOWN
	AREA CODE ( ) .	
	AREA CODE ( ) .	
	AREA CODE ( ) .	

EMPLOYMENT HISTORY

Job Getting--4G

PRESENT

FROM	TO	EMPLOYER	TELEPHONE ( ) -
TITLE		ADDRESS	
IMMEDIATE SUPERVISOR AND TITLE		Summarize the nature of work performed and job responsibilities	
REASON FOR LEAVING		HOURLY RATE/SALARY Start $ _______ per _______ Final $ _______ per _______	

PREVIOUS

FROM	TO	EMPLOYER	TELEPHONE ( )
JOB TITLE		ADDRESS	
IMMEDIATE SUPERVISOR AND TITLE		Summarize the nature of work performed and job responsibilities	
REASON FOR LEAVING		HOURLY RATE/SALARY Start $ _______ per _______ Final $ _______ per _______	

PREVIOUS

FROM	TO	EMPLOYER	TELEPHONE ( ) -
JOB TITLE		ADDRESS	
IMMEDIATE SUPERVISOR AND TITLE		Summarize the nature of work performed and job responsibilities	
REASON FOR LEAVING		HOURLY RATE/SALARY Start $ _______ per _______ Final $ _______ per _______	

WRITE YOUR ANSWERS IN THE SPACES PROVIDED. CALCULATORS ARE NOT ALLOWED. THE FOLLOWING ARE TYPICAL ARITHMETIC CALCULATIONS YOU WILL HAVE TO DO ON THE JOB.

ADDITION:

.15	216	123.45
.30	162	7.80
+ .45	+ 621	+ 33.33
______	______	______

SUBTRACTION:

16897.44	4444.21	79810.44
- 12149.63	- 4344.42	- 13477.86
______	______	______

SALES TAX: If sales tax is computed at 4% (4 cents on a dollar), how much tax would be charged for each of the following?

$1.16	$0.76	$3.49
______	______	______

MAKING CHANGE:	PURCHASE	AMOUNT TENDERED	CHANGE RETURNED
For each of the	$ 7.87	$10.00	______________
following how much	$13.50	$20.50	______________
change should be	$ 1.58	$ 2.00	______________
given back to the	$ 3.26	$ 5.01	______________
customer.	$11.41	$16.00	______________

Please read carefully the section below before signing.

1) I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for immediate dismissal in accordance with Krause Gentle Corporation policy.

2) I authorize the references listed above and any former employers of mine to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you.

3) I authorize the Chief of Police, and/or any member of the local Police Department in any areas where I have lived and/or worked or any other concerned law enforcement agency, to furnish any information concerning any criminal conviction(s) concerning me that they have on record. I hereby release the chief of Police and/or any and all members of the Police Department and any other law enforcement agency wherever situated, from any and all liability resulting from the furnishing of this information.

APPLICANT'S SIGNATURE: ______________________________ DATE: ____________________

We consider applicants for all positions without regard to race, color, religion, sex, national origin, age, marital or veteran status, the presence of a non-job-related medical condition or handicap, or any other legally-protected status.

EMPLOYME APPLICATION

SOCIAL SE ITY NO ______

NAME ______ STREET ADDRESS ______
FIRST NAME MIDDLE INITIAL LAST NAME

APT NO OR BOX ______ CITY ______ STATE ______ ZIP ______ AREA CODE ______ TEL NO ______

ARE YOU 18 OR OLDER? ☐ YES ☐ NO, IF NOT, AGE ______

EVER WORKED FOR McDONALD'S BEFORE? IF YES, DATES AND LOCATION ______

AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK ______

HOURS AVAILABLE:

	M	T	W	T	F	S	S
FROM							
TO							

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐ YES ☐ NO

HOW DID YOU HEAR OF JOB? ______

HOW FAR DO YOU LIVE FROM STORE? ______

DO YOU HAVE TRANSPORTATION TO WORK? ______

SCHOOL MOST RECENTLY ATTENDED:

NAME ______ LOCATION ______ PHONE ______

TEACHER OR COUNSELOR ______ DEPT. ______ LAST GRADE COMPLETED ______ GRADE POINT AVERAGE ______

GRADUATED? ☐ YES ☐ NO NOW ENROLLED? ☐ YES ☐ NO SPORTS OR ACTIVITIES ______

TWO MOST RECENT JOBS: (IF NOT APPLICABLE, LIST U.S. MILITARY, WORK PERFORMED ON A VOLUNTARY BASIS OR PERSONAL REFERENCES)

COMPANY ______ LOCATION ______

PHONE ______ JOB ______

SUPERVISOR ______ DATES WORKED: FROM ______ TO ______

SALARY ______ REASON FOR LEAVING ______ MGMT REFERENCE CHECK DONE BY ______

COMPANY ______ LOCATION ______

PHONE ______ JOB ______

SUPERVISOR ______ DATES WORKED: FROM ______ TO ______

SALARY ______ REASON FOR LEAVING ______ MGMT REFERENCE CHECK DONE BY ______

PHYSICAL: ANY HEALTH PROBLEMS OR PHYSICAL DISABILITIES WHICH COULD AFFECT YOUR EMPLOYMENT? ☐ YES ☐ NO

DO YOU NOW HAVE OR HAVE YOU HAD, WITHIN THE LAST SIX MONTHS, ANY CONTAGIOUS OR COMMUNICABLE DISEASES, OR GASTRO—INTESTINAL INFECTIONS, OR HAVE YOU EVER HAD HEPATITIS OR SALMONELLA? ☐ YES ☐ NO

EXPLAIN ANY YES ANSWERS IN DETAIL: ______

*DURING THE PAST 10 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐ YES ☐ NO

IF YES, DESCRIBE IN FULL ______

* A conviction will not necessarily bar you from employment

1. I certify that the information contained on this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with the policy of this independent McDonald's franchise. 2. I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. 3. I acknowledge that, if I become employed, I will be free to terminate my employment at any time for any reason and this McDonald's franchise retains the same rights. No representative of this McDonald's franchise has the authority to make any contrary agreement.

DATE ______ SIGNATURE ______

OB PRODUCT NO 4850113 (REV 6/87)

This McDonald's franchise is an equal opportunity employer. The Civil Rights Act of 1964 and State and Local laws prohibit discrimination on the basis of race, color, religion, sex or national origin. In addition State and Local laws prohibit discrimination on the basis of disability and the Age Discrimination in Employment Act of 1978 and some State and Local laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 years of age. It is our policy to comply fully with these Acts and information requested on this application will not be used for any purpose prohibited by law.

YOUR APPLICATION WILL BE CONSIDERED ACTIVE FOR 30 DAYS-FOR CONSIDERATION AFTER THAT YOU MUST REAPPLY. THIS RESTAURANT IS OWNED AND OPERATED BY AN INDEPENDENT McDONALD'S LICENSEE.

APPLICANTS — PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

APPLICANTS PLEASE DE THIS TEAR OFF SECTION AND TAKE WITH YOU

If hired, Federal Law requires that you furnish documentation showing your identity and that you are legally authorized to work in the United States.

SEE BACK OF THIS TAB FOR SPECIFIC DOCUMENTS NEEDED.

McDonald's®

- **FLEXIBLE HOURS**
- **ADVANCEMENT OPPORTUNITIES**
- **COMPETITIVE WAGES**
- **WAGE REVIEWS**
- **PERFORMANCE REVIEW**
- **PAID TRAINING**
- **FRIENDLY WORK ENVIRONMENT**
- **UNIFORMS**
- **LIBERAL MEAL BENEFITS**
- **EMPLOYEE ACTIVITIES**
- **SERVICE AWARDS**

Job Getting--4G

THANK YOU LETTER

A thank you letter is an impressive and courteous way to remind the employer that you are interested in a job for which you have interviewed. It can also be sent to an employer who has taken some extra time and effort to answer questions or to provide you assistance. Another point--not many people take the time to send thank you letters.

A thank you letter should be very brief. Send it out as soon as possible following your contact with the employer--same day if possible. That way your letter will probably arrive during the period when the employer is making the hiring decision. It is an excellent indicator of your motivation and is the best way to make your first follow-up contact after an interview.

Sending a thank you letter after a company has turned you down can be a good way to keep the door open to future opportunities. This is especially true if you know that the employer liked you and seriously considered hiring you.

Work sheets for writing these two different types of thank you letters follow on the next two pages.

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

THANK YOU LETTER TO BE SENT FOLLOWING AN INTERVIEW

Work Sheet

______________________________ (your street address)
______________________________ (Your city, state, zip code)
______________________________ (Date)

Mr. (or Ms., Dr.) ______________________ (Name of company person)
__________________________________ (Title of company person)
__________________________________ (Company name)
__________________________________ (Company street address)
__________________________________ (City, state, zip code)

Dear Mr. (Ms., Dr.) ____________________:

Thank you for the opportunity to interview for the ________________________ position with your company.

I was very impressed with the job, your staff and __________________________ (company name) and would very much like to work for you.

If you have any further questions, please call me at (   ) ________-___________.

Sincerely,

SIGN YOUR NAME HERE

______________________________ (type your name here)

THANK YOU LETTER TO BE SENT AFTER RECEIVING A REJECTION FOLLOWING AN INTERVIEW

Work Sheet

________________________________ (Your street address)
________________________________ (Your city, state, zip code)
________________________________ (Date)

________________________________ (Name of company person)
________________________________ (Title of company person)
________________________________ (Company name)
________________________________ (Company street address)
________________________________ (City, state, zip code)

Dear Mr. (Ms., Dr.) ________________________:

Thank you for letting me know the results of your final hiring decision for the ______________________ position.

As you know, I was very impressed by the job and your company. If a position should open up in the future, I would be very interested in interviewing again.

It is my hope to work for ____________________________ (Company name) someday.

Sincerely,

SIGN YOUR NAME HERE

____________________________ (your name should be typed here)

SAMPLE BUSINES

Your name
Your street address
Your city, state, zip code

Mr.
Empl
Comp
Comp
Comp

Use a plain business envelope of this size
touch. The envelope should be typed and f
employer's name and title correctly.

S LETTER ENVELOPE

POSTAGE
STAMP

(Ms., Dr.) Employer's Name
oyer's Job Title
any Name
any Street Address
any's City, State, Zip Code

. An envelope matching your paper is a nice
free from errors. Be certain to spell the

THE APPLICATION FORM "HELP SHEET"

It is a good idea to have a "Help Sheet" with you when you fill out an application. The "Help Sheet" is simply a sample application form which you have filled out ahead of time with all of the correct information and answers to application questions. The spelling is perfect and it lists your reference people, their job titles, addresses, and phone numbers so that you can simply copy the information onto the employer's own application form.

Employers say that a person who is well prepared to complete the application form gives the impression as being organized and motivated to work.

Keep the "Help Sheet" with you--in your purse, wallet or notebook--so that you are always prepared to answer all of the questions an employer asks on an application form.

ASSIGNMENT:

1. **FILL OUT THE "HELP SHEET" WHICH YOUR INSTRUCTOR GIVES YOU. Have the instructor check it over carefully when you are done to make certain that you have answered all of the questions properly with no spelling mistakes.**

2. **When you have completed your "Help Sheet," PRACTICE FILLING OUT APPLICATION FORMS UNTIL YOUR INSTRUCTOR TELLS YOU THAT YOU CAN CORRECTLY AND SATISFACTORILY COMPLETE AN APPLICATION. This is very important. If you DO NOT FILL OUT APPLICATION FORMS CORRECTLY--YOU MAY NEVER BE ASKED TO INTERVIEW FOR A JOB. Two samples are provided on the following pages for this purpose.**

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988

PRACTICE FORM #1 Job Getting--5A

EMPLOYMENT APPLICATION

Location _____

Name in Full _______________________________ Date _____
(Please Print Plainly)

Address _______________________________ Home Tel. No. _____
(Street Number) (City/Town) (State) (Zip Code)

Position desired _______________ Earnings Expected $_____ Per _____

Full Time _____ Part Time _____ Temporary _____ Social Security No. _____

PERSONAL & GENERAL

1. Do you have any physical limitations or conditions which might impair your ability to do or be aggravated by the work of the position for which you are applying?

☐ Yes ☐ No (If yes, explain) _____

2. Have you ever been convicted of a crime? ☐ Yes ☐ No (If yes, please explain) _____

3. List any special activities (Civic, Professional, etc.) _____

4. What office did you hold in these groups? _____

5. Who referred you to us? _____

6. Are you willing to relocate? _____ Location Preferred? _____

QUESTIONS 7 THROUGH 8 ARE TO BE ANSWERED ONLY AFTER YOU HAVE BEEN HIRED

7. Birthdate: Month _____ Day _____ Year _____

8. In case of emergency, notify _____________________ _____
(name) (relationship)

____
(street address) (city) (state) (zip) (telephone)

EDUCATION

Type of School	Name and Address of Schools	Check last year completed				Last year attended	Graduate?
Grade School		5	6	7	8	19	☐ Yes ☐ No
High School		1	2	3	4	19	☐ Yes ☐ No
College		1	2	3	4	19	☐ Yes ☐ No
Business or Trade School		1	2	3	4	19	
Special Training		1	2	3	4	19	

What types of Business machines do you operate? _____

Extracurricular activities in school (athletics, clubs, etc.) _____
(Do not include Military, Racial, Religious or Nationality Groups)

What offices did you hold in these groups? _____

WOR

List below the names of all your former employers, beginning with the most recent: a. Employer's name b. Business address	Kind of Business	Time Employed			
		From		To	
		Mo.	Yr.	Mo.	Yr.
1. a. b.					
2. a. b.					
3. a. b.					
4. a. b.					

Indicate by number any of the above employers you do not wish us to contact

Explain here any period of unemployment longer than 30 days ______

SERVICE IN

Were you in U.S. Armed Forces ☐ Yes ☐ No If yes, date active duty sta

Service? ______ Starting Rank ______ Date of

Are you in the Armed Forces Reserve? ☐ Yes ☐ No If so, which service

References	Occupation

In this space, briefly set forth why you desire a position with this compan

If your application is considered favorably, on what date will you be avai

NOTICE THAT A REFERENCE REPORT MAY BE REQUESTED

We may request an inquiry into your background by a consumer reporting age

It is understood that if my application is considered faverably, any false
including any report of medical history which I sign, will be considered s
employment physical examination and previous employment investigation at c
passing such examination and investigation, according to the sole and comp
cern, including former employers, to furnish any and all information, incl
information in their possession, without any liability or exposure to dama

I hereby certify the statements and information in this application are to
notice on a reference report.

Applicant's Signature ______

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STORY

Your Job	Starting Rate	Your Rate at Leaving	Why did you leave?	Your Supervisor's Name and Title
				Name Title
				Name Title
				Name Title
				Name Title

U.S. ARMED FORCES

rted ______________ Which Service? ________________ What branch of the

discharge ____________________________ Rank at discharge ____________

? _________________ Rank ________________ ☐ Active ☐ Inactive

Address	Phone number

y and why you think you would make a valuable employee.

lable for work?

ncy which will supply information concerning your previous employment.

or misleading statement or information submitted on this application or otherwise, ufficient cause for immediate dismissal without notice. I agree to undergo a pre- mpany expense and realize that my employment is contingent upon satisfactorily lete satisfaction of Company. Further, I hereby authorize any person(s) or con- ading employment record and job performance or other pertinent job-related ges whatsoever on account of having furnished such information.

the best of my knowledge completely true and correct, and I have read the above

_____ Date ______________________

FOR OFFICE USE ONLY	

FOR OFFICE USE ONLY	
Route To	Comments

PRACTICE FORM #2

APPLICATION FOR EMPLOYMENT

(Please Print Plainly)

PERSONAL

Date ______________________

Name ____ ☐ ☐ ☐
LAST FIRST MIDDLE INITIAL (MAIDEN) SOCIAL SECURITY NUMBER

Present Address ____
NUMBER STREET CITY ZIP STATE TELEPHONE

How long at present address ______________ Citizen of U.S.A. ______________

Previous Address ______________________________ How long at previous address ______
NUMBER STREET CITY ZIP STATE

Date of Birth ______________ Place of Birth ______________ Sex: ☐ Female ☐ Height______ Weight______
MONTH DAY YEAR FT. IN. POUNDS

Marital Status Single ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Name of Wife/Husband ______________ No. of Children ______ Their Ages __ __ __ __ __ __

If single give parents name ______________ Own your home ______ Own Car ______

Husband's/Wife's Occupation ______________ Place of Emp. ______________

In Emergency Notify ____
NAME ADDRESS TELEPHONE RELATIONSHIP

Have you any physical defects or limitations ______________ If yes describe ______________

Do you have a Hernia ______________ Have you ever been turned down for Life Ins. ______________

Have you had a major illness in last five years ______________ If yes describe ______________

____

Have you ever received any form of compensation for injuries or industrial diseases ______________

If yes describe ____

Have you ever been arrested ______________ If yes describe in full ______________

____

JOB INTEREST

Position(s) applied for: ______________________________ $__________ per ______
SALARY EXPECTED

Were you previously employed by ABC Corp. __________ If yes, when __________ Location __________

List any friends or relatives working for ABC Corp. ______________________________
NAME RELATIONSHIP

____
NAME RELATIONSHIP NAME RELATIONSHIP

Are there any other experiences, skills, or qualifications which you feel would especially fit you for employment with ABC Corp.? ______________________________

____

Availability date for employment ______________________________

APPLICANT NOT REQUIRED TO COMPLETE ANY INFORMATION ON THIS APPLICATION WHICH MAY BE CONTRARY TO STATE OR LOCAL LAW.

TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY	GRADE SCHOOL 1 2 3 4 5 6 7 8	HIGH 1 2 3 4	COLLEGE 1 2 3 4	GRADUATE 1 2 3 4

NAME LOCATION	COURSE - DEGREE	YEAR GRADUATED
High School		
College		
Graduate School		

Business or Vocational School ____________________

Other Training or Skills ____________________

Hobbies & Interests ____________________

MILITARY

Branch of U.S. Service ____________________ Date Entered __________

Date Discharged __________ Final Rank __________ Type Discharge __________

Reserve or National Guard Status ____________________

EMPLOYMENT HISTORY

Please list all employment starting with present or most recent employer. Account for all periods including unemployment and U.S. Military Service - use additional sheet if necessary.

DATES	NAME & ADDRESS (Employer)	JOB TITLE	WAGES	REASON FOR LEAVING
From:			Starting	
Month Year To:			$ per	
Month Year			Final $ per	
From:			Starting	
Month Year To:			$ per	
Month Year			Final $ per	
From:			Starting	
Month Year To:			$ per	
Month Year			Final $ per	
From:			Starting	
Month Year To:			$ per	
Month Year			$ per	
From:			Starting	
Month Year To:			$ per	
Month Year			$ per	

Applicant not required to complete any information on this application which may be contrary to state or local law

I understand that if I am employed, any false information given in this application shall be sufficient cause for my dismissal. I certify that all answers given are correct to the best of my knowledge.

____
Applicant's Signature

WHICH COMPLETED APPLICATION FORM IMPRESSES YOU? WHY?

WHAT IS WRONG? ____________________

EMPLOYMENT APPLICATION

Location ______

Name in full Pat Sands (Please Print Plainly) Date ?

Address 1 Z C. Cedar AvEC. WISC (Street Number) (City/Town) (State) (Zip Code) Home Tel. No. 123-1156

Position desired anything Earnings Expected $ 8,00 Per Hr.

Full Time ______ Part Time ______ Temporary ______ Don't know Social Security No. forgot

PERSONAL & GENERAL

1. Do you have any physical limitations or conditions which might impair your ability to do or be aggravated by the work of the position for which you are applying?
☑ Yes ☐ No (If yes, explain) I get tired
2. Have you ever been convicted of a crime? ☑ Yes ☐ No (If yes, please explain) speding ti[illegible]ket
3. List any special activities (Civic, Professional, etc.) politiks
cherch choir
4. What office did you hold in these groups? ______
5. Who referred you to us? no one
6. Are you willing to relocate? no Location Preferred? Hear

QUESTIONS 7 THROUGH 8 ARE TO BE ANSWERED ONLY AFTER YOU HAVE BEEN HIRED

7. Birthdate: Month 5 Day 4 Year 59
8. In case of emergency, notify DeeDee (name) My mom (relationship)
(street address) (city) (state) (zip) (telephone)

EDUCATION

Type of School	Name and Address of Schools	Check last year completed				Last year attended	Graduate?
Grade School	South Elemntry	5	6	7	8	19 ?	☐ Yes ☐ No
High School	Northwest	1	2	3	4	19 72	☐ Yes ☐ No
College		1	2	3	4	19	☐ Yes ☐ No
Business or Trade School		1	2	3	4	19	
Special Training	Jantor Cawses	1	2	3	4	19	

What types of business machines do you operate? Calkulaytor

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988 172

EMPLOYMENT APPLICATION

Location ______

Name in Full Pat Sands (Please Print Plainly) Date 5/3/86

Address 112 East Cedar (Street Number) Eau Claire (City/Town), Wi. (State) 54701 (Zip Code) Home Tel. No. 123-1156

Position desired Housekeeping Earnings Expected $ open Per ______

Full Time ✓ Part Time ______ Temporary ______ Social Security No. 612-34-5678

PERSONAL & GENERAL

1. Do you have any physical limitations or conditions which might impair your ability to do or be aggravated by the work of the position for which you are applying?

   ☐ Yes ☑ No (If yes, explain) —

2. Have you ever been convicted of a crime? ☐ Yes ☑ No (If yes, please explain) —

3. List any special activities (Civic, Professional, etc.) Boy Scouts of America; Coach Girls Little League
4. What office did you hold in these groups? Organizer, Coach and Leader
5. Who referred you to us? —
6. Are you willing to relocate? yes Location Preferred? open

QUESTIONS 7 THROUGH 8 ARE TO BE ANSWERED ONLY AFTER YOU HAVE BEEN HIRED

7. Birthdate: Month ______ Day ______ Year ______
8. In case of emergency, notify ______ (name) ______ (relationship)

   ______ (street address) (city) (state) (zip) (telephone)

EDUCATION

Type of School	Name and Address of Schools	Check last year completed				Last year attended	Graduate?
Grade School	South Elementary	5	6	7	8	19[illegible]	☑ Yes ☐ No
High School	Northwest High	1	2	3	4	1972	☑ Yes ☐ No
College		1	2	3	4	19	☐ Yes ☐ No
Business or Trade School		1	2	3	4	19	Completed Custodial Course
Special Training	CD Training Institute	1	2	3	4	1982	

What types of Business machines do you operate? Calculator, typewriter

WHAT IS RIGHT? ______

FACT SHEET ON THE JOB

Name of Employer: ______________________________

Contact Person: ______________________________

Interview Date: ______________ Interview Time: ______________

Interview Location: ______________________________

Title of the job: ______________________________

What are the main duties:

What and how much physical work is involved?

What is the work environment like?

What reading or writing is involved?

What are the main qualifications the employer is looking for?

How am I qualified?

How would I dress on the job?

Other information:

Location:
Wages/Benefits:
Hours/Shifts/Overtime:
Supervisor:
Other:

Find out these facts about the job before your interview to assure a good interview.

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988

HOW TO INTERVIEW

Find Out About the Company

DO: Get ready for the interview by finding out as much as you can about the company or organization with whom you will be interviewing.

Before the interview find out about:

- products or services provided
- when company established in the community
- types of jobs in company
- how many employees
- any information about how company treats employees, wages, benefits, shifts, policies, etc.

How? - annual reports, newspaper articles, brochures and people already employed by the company can provide good information. Check with the local library.

Find out About the Job

DO: Get ready for the interview by finding out as much as you can about the job for which you will be interviewing.

Before the interview find out about:

- specific job duties and responsibilities
- physical requirements
- qualifications necessary
- where the job is located
- work environment--clean/dirty, noisy/quiet, etc.
- shift (hours) and days worked
- job advancement opportunities

How? - ask the employer for a copy of the job description if one is available. If not, ask questions of the employer or secretary when you are asked to come for an interview.

Prepare for the Interview

- Make a list of your qualifications for the job for which you are applying. Prepare answers for the questions you are likely to be asked as well as for the questions you hope you will not be asked.

- Choose suitable clothes and be sure they are clean and pressed. Remember the shoes and stockings will also be noticed.

- Take along an extra copy of your resume, some paper and a pen. Take notes only if the interviewer asks you to.

- Find out exactly where and when the interview will take place. Be there at least 15 minutes before your interview is scheduled to begin.

- Try to relax, smile and enjoy yourself. After all, you are a great candidate and you are prepared.

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988

COMMON REASONS EMPLOYERS GIVE FOR NOT HIRING PEOPLE THEY INTERVIEW

If any of these sound like you, you probably need to make some changes in your life.

- Appears to have trouble getting along with others.
- Poor grooming and personal appearance.
- Lack of confidence--poor posture, shy.
- Cannot speak clearly and express self well.
- Lack of job goals and future plans.
- Immature, conceited or ill-mannered behavior.
- Speaks negatively of former work, school or other persons.
- Fails to make good eye contact.
- Limp handshake.
- Appears lazy or low on energy.
- Talks about personal problems.
- Shows no interest in company or job.
- Seems to want job only for a short time.
- Undecided--parents or spouse makes decisions.
- Unable to take criticism.
- Sarcastic or defensive responses.
- Boastful or "know it all" attitude.
- Overaggressive or high-pressure type.
- Makes excuses or lies about unfavorable factors in record.
- Seems unprepared for interview--late, cannot answer questions.
- Asks no questions about the job.
- Poor work history--"job hopper."
- Low moral standards.
- Radical ideas--politics, religion, dress, life-style.
- Seems overly concerned about salary and benefits.

INFORMATION SHEET

Job Getting--6A

Ways of selling oneself in a personal interview

A. If interview is in the morning, allow enough time for getting ready

B. Be on time

C. Go alone for the interview

D. Be careful of appearance

E. Stand erect

F Look pleasant

G. Introduce self in a quiet, easy way

H. Sit erect and avoid signs of nervousness

I. Be ready to take a performance test if applying for a job involving skills

J. Be ready to talk about individual work experiences and special skills

K. Know something about the facility where applying for work

L. Make a list of the questions to ask the interviewer about the job

(NOTE: Be willing to tell how you can help the employer in addition to ways the employer can help you.)

M. Know the wage or salary that should be paid for the job

N. Take a pen, pencil, and a writing pad to the interview

Rules to observe during an interview

A. Greet interviewer by name if known and if it can be pronounced correctly

B. Wait until interviewer offers a chair before sitting down

C. Do not chew gum or smoke, even if invited to do so

D. Do not use slang

E. Know what job is available

F. Be ready for a surprise question and think before answering

G. Let the interviewer do most of the talking, but do not just be a yes or no applicant

H. Sit up straight in chair

Occupational Child Development, Curriculum and Instructional Materials Center, Okalahoma State Department of Vocational and Techni
Education, 1975

INFORMATION SHEET

I. Look interviewer directly in the eye during the conversation

J. Make sure that good points get across to interviewer

K. Try not to get discouraged if employer indicates more qualifications are needed or that a call may be received later

L. If asked about the last jobs held, be honest

(NOTE: Be ethical in discussion of prior jobs. However, do not go into lengthy detail.)

M. At the end of the interview, show the interviewer that his time was appreciated

N. Write follow-up letter of appreciation

cal Used by permission.

MORE INTERVIEW QUESTIONS

Problem Questions

_____*"What can I do for you today?"*

_____*"Won't you tell me a little about yourself?"*

_____*"What is the position for which you are applying?"*

_____*"How did you learn of this position?"*

_____*"What kind of work interests you?"*

_____*"What is your major weakness?"*

_____*"What qualities are necessary to succeed in this kind of work?"*

_____*"What do you think might be some of the disadvantages of this kind of work?"*

_____*"Why do you want to return to work?"*

_____*"What interests you about our product or service?"*

The Work Book, McKnight, 1983

BEST

Training Questions

_____ "Do you have any special training?"
_____ "What machines can you operate?"
_____ "Would you prefer on-the-job training or a formal training program?"
_____ "What can you do for this company now?"
_____ "Are you a veteran? Did you gain any job-related experience in the service?"

Education Questions

_____ "Do you have a high school diploma?"
_____ "What was your rank in your high school class?"
_____ "You have a low grade point average. Why were your grades so poor?"
_____ "When and why did you choose your particular major in college?"
_____ "Why did you leave college before graduating?"
_____ "Did you finance part or all of your education? If so, how?"
_____ "What type of books have you read?"
_____ "What were your extracurricular activities?"
_____ "What subject(s) did you most enjoy studying? Least enjoy studying?"

Family and Friends Questions

_____ "Are you married?"
_____ "Do you have any dependents? If so, how many?"
_____ "Do you have child care arranged?"
_____ "Who will care for you child when he or she is too ill to go to the sitter or school?"
_____ "How would your family feel about your taking long business trips away from home?"
_____ "What are the occupations of your parents?"
_____ "What was home life like when you were growing up?"
_____ "How old were you when you became self-supporting?"
_____ "Do you have any major debts?"
_____ "How much money do you expect to be making in ten years?"

Questions Concerning Health

_____ "Do you have any health problems?"
_____ "Have you ever had any serious illness or injury?"
_____ "Have you ever been hospitalized?"
_____ "Are you taking any kind of medication at present?"
_____ "Do you have any disabilities or physical limitations?
_____ "Will your limitations interfere with your job performance?"
_____ "How often have you been absent from work or school?"

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_____ "Do you have any objection to taking some psychological tests?"

_____ "Do you have emotional problems? How do they affect you?"

_____ "Don't you feel a little too old (or young) for this job?"

_____ "To what extent do you use alcohol? Have you ever used any illegal drugs?"

Transportation Questions

_____ "How would you be getting to work each day?"

_____ "Do you have a driver's license?"

_____ "How far do you live from here? How much time will it take to get to work?"

_____ "Would you mind moving from this area if the company chooses to relocate you?"

_____ "Can you do considerable traveling?"

Availability Questions

_____ "Do you want to work full-time?"

_____ "Would you be available for part-time work?"

_____ "What hours would you be available for work?"

_____ "What shift do you prefer?"

_____ "Will you be available for weekend work?"

_____ "Can you work the night shift?"

_____ "Will you be available for overtime work?"

_____ "We rotate shifts every four months. Would this suit you?"

Work Experience Questions

_____ "What kind of job do you want?"

_____ "What experience do you have that relates to the job you want?"

_____ "What jobs have you held?"

_____ "Why have you held so many jobs?"

_____ "Could you explain this gap in your job history?"

_____ "What did you like most about your last job? What did you like least?"

_____ "Why should I hire you?"

_____ "How do you know you can do this job?"

_____ "What do you know about this particular position?"

_____ "What do you know about our company?"

_____ "Why do you want to work for this company?"

_____ "Do you get along well with people?"

_____ "Have you ever had trouble with other people on the job?"

_____ "Can you take instructions without getting upset?"

_____ "What do you do if you have a personality clash with a supervisor?"

_____ *"What would you do if you started to become bored with work?"*

_____ *"What if a personal problem interferes with your performance?"*

_____ *"Will you fight to get ahead?"*

_____ *"What have you learned from previous jobs?"*

_____ *"What do you think determines a person's progress in a good company?"*

_____ *"What things have you done that show initiative and willingness to work?"*

_____ *"What supervisory or leadership roles have you held?"*

_____ *"What qualifications do you have for this job?"*

_____ *"Why should you be successful in this position?"*

_____ *"What examples can you give that emphasize your interest in this kind of work?"*

_____ *"Can you list any examples of your creativity?"*

_____ *"Are you a good manager? What examples support your claim?"*

_____ *"Have you ever developed or helped to develop any programs? What? How?"*

_____ *"Have you ever helped to reduce operating costs? How?"*

_____ *"How would you describe your personality?"*

_____ *"What do fellow workers think of you?"*

_____ *"Have you ever hired people before? What do you expect of an employee?"*

_____ *"Have you ever fired anyone?"*

_____ *"Can you work well under pressure?"*

_____ *"Do you like routine work?"*

_____ *"What do you do in your spare time?"*

_____ *"What was your most important accomplishment during your school years?"*

_____ *"What did you learn from part-time or summer job experiences?"*

_____ *"Have you ever been unemployed for two months or longer? Why?"*

_____ *"Why did you quit various jobs you have had?"*

_____ *"Do you have references?"*

_____ *"Would your last employer recommend you?"*

Future Plans Questions

_____ *"What are your plans for the future?"*

_____ *"What would you like to be doing five years from now? Ten years from now?"*

_____ *"In what geographic location would you prefer to live? Why?"*

_____ *"How does this position relate to your career goals?"*

_____ *"How long would you stay with the company if you were offered this job?"*

_____ *"What other positions have you considered?"*

_____ *"What is your philosophy of life?"*

_____ *"Do you plan to go back to school someday?"*

ANOTHER APPROACH...THE INFORMATIONAL INTERVIEW

The best way to find out about a job or career area in which you are interested is to talk to the people who actually are doing the job—or even better, to the person who hires those people. This method of employer contact, called the "information interview," can also be a very effective job seeking method.

To arrange for an information interview call the Personnel Department of a company and ask to talk with the person who hires workers in the area of your interest. Ask if you can set up an appointment to come in and talk with him or her for about 15 minutes at their convenience. Explain that you are thinking about going into that type of work someday and would like to know more about the work as well as what kind of training, experience, and personality characteristics the employer looks for.

Remember, you are seeking information and not interviewing for a job. You will be asking the questions of the employer, so you should be prepared. You should dress appropriately and act somewhat businesslike as you will want to leave a positive impression with the employer. Be courteous and sensitive to the cues of the employer.

Do not take up too much of the employer's time since they are doing you a favor by agreeing to talk with you. Most employers do not mind this type of request and most feel flattered to have their advice sought.

When you have finished with your list of questions for the employer, thank him or her for the time. Do not offer a copy of your resume. If the employer requests it, return with it at a later time. You do not want the employer to feel "tricked" into a job interview.

Sometimes you may find out that you are already qualified for the job about which you are inquiring. An employer may request your resume or suggest that you apply for a specific job. Employers sometimes suggest further contacts and may even give you permission to use their name. These happenings would be extra benefits to your main goal of seeking "information" although some experts have speculated that doing informational interviewing actually more than doubles your job seeking success.

Always be courteous and try to make a good impression. You never know when you may again encounter that employer as you are applying for jobs or even once you are working on a job. Finally, be certain to send the employer a brief letter thanking him or her for taking the time to talk with you.

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988

THE INFORMATIONAL INTERVIEW ASSIGNMENT

Make an appointment and go out and actually do an Informational Interview with mployer who hires in a career area in which you are interested. Try to meet the manager or supervisor of the career area in which you have an interest. e are the people who are the first to know when a new hire will be made. (Use nformational Interviewing Help Sheet from pages 142-143). Report your results share information with your instructor and your classmates.

DID YOU INTERVIEW?

T DID YOU LEARN?

IT A GOOD EXPERIENCE? WHY?

LD YOU DO ANYTHING DIFFERENTLY NEXT TIME?

VAILABLE

INFORMATIONAL INTERVIEW HELP SHEET

Name of the job I interviewed about: ________________________________

Company or Agency interviewed: ________________________________

Name of the person interviewed: ________________________________

Job title of the person interviewed: ________________________________

Date of interview: ________________________________

What is a Typical Day Like?

The job duties are:

What do you like most about this work?

What do you like least about this work?

JOB CONDITIONS: Check (✓) those that apply

____ indoors
____ outdoors
____ clean environment
____ dirty environment

____ work mostly alone
____ work with people
____ closely supervised
____ some supervision
____ no supervision

____ full-time
____ part-time
____ permanent
____ temporary

HOURS: (✓)

Shift: ___ days ___ afternoons ___ nights ___ overtime ___ weekend work

PAY: (✓) (If the employer seems willing to discuss)

Starting salary $______ per hour
Highest salary $______ per hour

BENEFITS (✓)

___ paid vacation
___ paid sick leave
___ insurance

What clothes does a worker need? ________________________________

REQUIREMENTS:

____ high school diploma or GED
____ vocational school training in:
____
____ apprenticeship in: __________
____ college education in: ________
____ other: ______________

Experience and skills needed:

Information Interview (continued)

Personality traits important to this job:

PHYSICAL REQUIREMENTS OF THE JOB: (✓)

____ occasional heavy lifting up to ________ pounds

____ frequent heavy lifting up to ________ pounds

____ climbing

____ bending and stooping

____ pushing and pulling

____ long periods of standing

____ long periods of sitting

____ work in high heat conditions

____ work in cold conditions

JOB FUTURE: (✓)

____ probably more jobs in future

____ probably same number jobs in future

____ fewer jobs in future

____ no future seen in this area

____ lots of qualified applicants

____ few qualified applicants

____ good job advancement opportunities in this area

____ poor job advancement opportunities in this area

What other jobs can a worker do after this job?

What kinds of companies hire people who do this type of work?

Other comments:

THANK THE EMPLOYER FOR HIS OR HER TIME

(For you to answer after the interview)

Am I interested in this job area? __ yes __ no __ maybe

Can I do this job now--am I qualified? __ yes __ no __ not sure

If not, how can I prepare to do this kind of work if I so desire?

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988

FINALLY...ADVICE FROM AN EMPLOYER ABOUT INTERVIEWING

- Each of us is unique--be proud of your uniqueness
- Be enthusiastic, positive, and prepared for the interview
- Don't look for sympathy; you are not a charity case
- Non-verbal communication is important; especially your walk, eye contact, hand shake and posture
- Be honest -- it will be refreshing and rewarding in most cases
- Leave your mom, dad or friends at home
- Be on time for appointments--a little early is good, but never late
- Accept coffee if offered as your gesture has a message
- Know about the company with whom you are interviewing
- Leave your personal problems at home
- Talk about your commitment to the job and the company
- Know the difference between job, work, and career--the employer does
- Dress appropriately
- Be clean and don't bite fingernails
- Ask if you can phone with questions in the future
- Send a thank you letter after the interview--it is seldom done
- Don't give up--there is a job out there for you

on-the-job reading and writing

Help-Wanted Ads

OPPORTUNITIES FOR SKILLED WORKERS

NEW PLANT OPENING

Excellent Pay/Full Benefits

Skilled Machinist. Must be able to operate all machines, do set-ups and read blueprints. Opportunities for overtime. Day shift.

Grinder. Must be fully qualified to set up and operate precision grinders. Must have two years hands-on experience. Day shift.

Assembler. Experience required. Work from blueprints. Day shift.

Machine repairer. Experience required. Positions on day and night shift.

Inspector. Experience desired, but will train. Salary based on exp.

• • • • • •

Secretary for purchasing dept. Transcribe machine dictation, type and file correspondence and orders. Experience desired.

Clerk-typist for personnel dept. Must have good English language ability. Light typing and filing. Answer telephones.

Order clerk for planning dept. Must be a self-starter. Experience desired, but will train.

Payroll clerk. Must have good math skills. Experience desired, but will train.

• • • • • •

Security Guard. Must have good references. Experience desired. Night shift.

Apply to:

CAPITAL BEARINGS MANUFACTURING CO.,
Personnel Department
3466 Industrial Highway
Equal Opportunity Employer

Working with Job Ads

Circle the letter of each correct answer.

1. Why does Capital Bearings have so many jobs open?
   a. It is replacing people who retired.
   b. It is adding another work shift.
   c. It is opening a new plant.
2. To apply for the job as an assembler, what must you be able to do?
   a. read and follow blueprints
   b. work extra long hours
   c. operate various grinding machines
3. In the ad for a skilled machinist, what is the meaning of "opportunities for overtime"?
   a. good chances for advancement
   b. chances for work on different shifts
   c. chances to work extra hours for extra pay
4. In the ad for an inspector, what is the meaning of "salary based on experience"?
   a. As you gain experience, you will earn more.
   b. Your starting pay will depend on how much experience you already have.
   c. You will not be paid unless you have experience.
5. For which of these jobs do you definitely need experience?
   a. inspector
   b. skilled machinist
   c. clerk-typist
6. Why are the ads divided into three groups?
   a. to show three different types of work
   b. to show three different pay levels
   c. to show which job is on which shift

Career Reading Skills, Book b, Globe Book Co., Inc., 1984

EMPLOYER SUPPORTS AND BENEFITS SURVEY

Name ______________________ Date ______________

Directions:

Contact the personnel manager or employer of a business. Ask if they have time to answer some questions regarding the types of benefits they offer to their employees. Tell them this assignment is for your work and family class at school. If you do not understand what the benefit actually means, ask the person you are interviewing.

Please describe briefly any benefit you provide to your employees related to the following:

Insurance:

Paid Vacation:

Sick Leave:

Parental Leave:

Holidays:

Flexible Work Hours and Schedules:

Job Sharing:

Child Care Options:

Elder Care Options:

Employee Assistance Programs:

Savings and Retirement Options:

Cafeteria Plans:

Is there any other form of assistance to employees in helping them balance their work and home life? If so, please describe briefly.

Balancing Work & Family, ISU and IA Dept of Ed, 1988

DEALING WITH REJECTION

Job Getting--7E

When we are job seeking, rejection is usually a fact of life! Most of us receive more rejections--"turn downs"--in our job search than job offers. It takes most people at least 44 job applications before we get a job interview. It may then take 10 interviews to come up with that job offer!

It takes most people about three months to one year of very hard job seeking to find the right job. This means applying with and talking to about ten employers each week! For some people it may take longer to find that right job. Of course, some people are successful--and lucky--sooner. The point is, job seeking is usually hard work.

Being turned down for a job can hurt--especially if you really wanted the job. If you do not take care of yourself, it is possible to become too depressed or scared to look for work any longer--or to feel that there is no hope for success. Let's face it, during periods of unemployment, our self-esteem is usually pretty fragile.

It is okay to feel sad or even angry about being turned down by an employer. However, you should never let the employer know you feel angry because another chance with the same company may come up later. You may come to recognize stages you go through following rejection. These stages might include denial, anger, sadness, and depression. Allow yourself to experience these feelings, but don't let them take over. You must somehow re-motivate yourself to get back out there to job seek.

Periods of unemployment can be very stressful to close relationships between you, family and friends. No one else will know how hard you are working to find a job--or how much it hurts to be turned down. No one else will reward you for your efforts--so you must reward yourself. This may sound silly, but rewarding yourself can make you feel a lot better and will help you to get back out and looking for a job again.

Some possible ways to reward yourself might be:

- an ice cream sundae
- eating out
- a walk in the woods
- a new item of clothing
- a new record or tape
- a fishing trip
- a bubble bath

Think of three rewards you can give yourself for your job seeking efforts:

1. ____

2. ____

3. ____

Remember, it is only a matter of time and hard work before the "right job" for you will come along.

Job Seeking Skills Course, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, 1988

INFORMATION S

Expectations of the employer-employee in their relationship

A. Employer expects
    1. Cooperation
    2. Honesty
    3. Initiative
    4. Willingness to learn
    5. Willingness to follow directions
    6. Dependability
    7. Enthusiasm
    8. Acceptance of criticism
    9. Loyalty and respect
    10. Full day's work for a full day's pay
    11. Notification of termination

B. Employee expects
    1. Salary
    2. Safe working conditions
    3. Training
    4. Introduction to co-workers
    5. Explanation of policies, rules, and regulations
    6. Duty changes
    7. Evaluation of work
    8. Discipline for breaking rules
    9. Honest relationship
    10. Notification if employment is terminated
    11. Respect

Desirable personality traits and attitudes

A. Adaptability--Adjusting easily to new situations
    1. Accept changes without complaint
    2. Learn new procedures and service information

B. Cooperation--Working harmoniously
    1. Observe rules and regulati
    2. Help others when possibl
    3. Work well with co-worke

C. Courtesy--Being polite and having
    1. Show respect for employ
    2. Show respect for the pa
    3. Speak softly and pleasan
    4. Return promptly from lu their rest periods

D. Dependability--Doing what a pers assigned to him
    1. Work regularly
    2. Be on time
    3. Take only the time allo
    4. Do all of work
    5. Follow instructions

E. Enthusiasm--Being eager to help
    1. Show pride in doing jo
    2. Look alert
    3. Do more than one's sh

F. Honesty--Being truthful in all th
    1. Be careful with money
    2. Give truthful inform co-workers
    3. Keep promises
    4. Do not waste time

Occupational Child Development,
Materials Center, Okalahoma Stat
Education, 1975 Used by permissi

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ation to employers, customers, and

G. Initiative--Doing things without being told

1. Keep busy
2. Use slack moments or leisure time to learn more about job
3. Show an interest in learning and doing a good job
4. Suggest ideas

H. Loyalty-Supporting a cause

1. Keep confidences
2. Avoid public criticisms of employer, supervisor, or co-workers
3. Do not discuss wages or raises with other employees

I. Patience-Taking the time to do things right

1. Try to understand the needs and desires of others
2. Control anger

J. Self-control--Being able to control one's temper and emotions

1. Control temper
2. Accept criticism
3. Maintain poise

K. Tact-Being able to say the right thing at the right time

1. Do not correct customers, co-workers and employer in a disagreeable manner
2. Learn to take care of customer complaints

Curriculum and Instructional
e Department of Vocational and Technical
on.

Job Getting -8B
Name

Activity F-3: Employee-Employer Case Studies

The purpose of this activity is to make you aware of some typical problems in employer-employee relationships so that you will be better prepared to handle similar problems.

Below and on the next few pages are several case studies involving employer-employee relationships. Read each case study carefully, then answer the questions following it. After you have completed this exercise, you should have a good idea of how to develop and maintain a positive relationship with your employer.

A number of customer complaints were made to the manager of a small department store about the poor service of the salesclerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. Since the experienced salesclerks were allowed to choose their lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, less experienced people to handle the customers during that period.

Customer traffic was usually quite heavy from noon to 1 p.m., so the manager made some changes in the store's lunch hour policy. He decided that there would be at least eleven employees on the floor during this hour each day. He also decided that everyone had to take lunch hour from either 11 a.m. to noon or 1 p.m. to 2 p.m.

Barbara had been taking her lunch hour at noon ever since she had started work in the store three years earlier. She usually had lunch with a friend who had to take her lunch period at that time, so Barbara continued to leave for lunch at noon even though the manager had forbidden this. The manager noticed what Barbara was doing. He warned her that if it occurred again she would be fired. Barbara, thinking she had earned the right to a noon lunch hour, felt the manager was being unfair.

1. Did Barbara have a right to continue taking a noon lunch hour? Why or why not?

2. Could this disagreement have been avoided? If so, how?

3. What could have been done to solve this disagreement once it did take place?

Independent Study for the World of Work, McKnight, 1984

Joel was a bookkeeper for a local service station. Because Joel was new to this job, Mr. Jones, his employer, decided to test his honesty. He put an extra five dollars in the cash register to see what Joel would do about it. When the evening accounting turned out five dollars over, Joel decided to keep the five dollars himself, although he could have recorded the five dollars in the *cash short and over* account. As a result Mr. Jones fired him. Mr. Jones said that if Joel would take a small amount now, he might take a larger amount later.

1. Do you think Joel was dishonest? Explain.

2. Do you think Joel's employer should have fired him? Why or why not?

Carmen and Nita were secretaries in a large corporation that manufactured electronic parts. Carmen always arrived at work ten to fifteen minutes late, then went to the ladies room to put on her makeup. She finally got to her desk about 8:30. Nita always arrived at her desk and began working promptly at 8 a.m, Carmen had better secretarial skills than Nita, but when it came time for a salary review, Nita got a raise and Carmen didn't.

1. Do you think Carmen's employer had a right to hold back her raise for being late? Why or why not?

2. If you were Carmen, what would you do to improve your chances of getting a raise next time?

Fred was a waiter at a bus-stop restaurant during the summer after his junior year in high school. When the buses were in, all the waiters were very busy. After the buses left, however, most of the waiters sat down to have a soft drink or a snack, or just to relax. Fred never sat down on duty. He kept busy cutting up lemons for tea or filling napkin holders and salt and pepper shakers. He could always see something that needed to be done, and he did it. The restaurant manager noticed his initiative and give him a five dollar per shift raise.

If you had been Fred's boss, would you have given Fred the raise? Why or why not?

Mary was a typist in a large employment agency. She had a new typewriter with carbon ribbons that needed to be changed every few days. She always asked one of the other people in the office to change the ribbon for her. The others soon began to resent this. Mary was unwilling to learn how to change her typewriter ribbon.

If you had been Mary's employer, what, if anything, would you have done about her failure to learn how to change the typewriter ribbon?

Sam was a statistical typist for an accounting firm. His employer gave him directions on how to type the charts for each job. Sometimes Sam changed the format slightly, thinking his way was better, only to have the work come back to be retyped. After Sam spent two days retyping a piece of work, his employer warned him that if he failed to follow directions again, he would be fired.

Suppose Sam's way was actually better. Should he still have done it his way? Why or why not?

The Home Improvement Center hired Arnold on a part-time basis. Arnold stacked lumber, made deliveries, and assisted other workers wherever needed. He did not usually know ahead of time what his duties would be for a particular day. He was given directions about what he was supposed to do each afternoon when he reported for work. One day he finished stacking some lumber early in the afternoon, and his boss told him to take the rest of the day off. The next day Arnold did not show up for work at all. When he came in on the following afternoon, the boss told Arnold he was fired. It seemed that on the previous morning the Center had made a lot of sales that were to be delivered that afternoon. Since Arnold didn't show up or call in, the manager hired another person to make the deliveries.

1. Was the manager unfair to Arnold? Explain.

2. Suppose Arnold was absent because he was ill. What could he have done to save his job?

Jack was a checker in a large grocery store. He was a good worker, very dependable, and never late for work. But Jack made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too quickly. To explain his errors, Jack left notes in his cash register. The manager soon became tired of this, so he decided to speak to Jack about it. The manager suggested that Jack slow down a little and try to be more accurate. Jack became very upset and quit his job.

If you had been Jack, what would you have done?

"I don't like working for Ms. Jones," said Chris to her friend, Lynn, one day at lunch. "I'd rather work for Mr. Baxter. At least he takes interesting cases."

A lady at the next table overheard Chris. Since the lady was a friend of Ms. Jones', she told Ms. Jones what she had heard. As a result the atmosphere in the office where Chris and Ms. Jones worked became very strained.

1. Who was the cause of the unpleasant office atmosphere? Explain.

2. If you don't like your job, what should you do?

3. If you feel that you have a genuine complaint about your job, how should you go about voicing it?

John worked at Graham's Garage. He was very slow in doing brake jobs for customers. When his boss tried to show him how to do it faster, John refused to listen. He said that his way was the best way, even if it was slower. John showed a similar attitude about other jobs around the garage. He was always insisting on doing things his way. Because of his unwillingness to be flexible, John was eventually fired.

Could John's boss have done anything to make John a more productive worker? What would you have done if you had been his boss?

JOB KEEPING

THE LEARNER WILL OBTAIN SKILLS AND DEMONSTRATE PROFICIENCY IN KEEPING A JOB.

SUBOBJECTIVES:

1. The student will demonstrate knowledge of interacting with others in a courteous and tactful manner.

2. The student will demonstrate an understanding of the importance of dependability and punctuality.

3. The student will demonstrate an ability to accept supervision willingly.

4. The student will demonstrate knowledge of the importance of producing quality work.

5. The student will demonstrate a knowledge of the importance of complying with health and safety rules.

6. The student will demonstrate an ability to make suggestions for improvements of standard operating procedures.

7. The student will demonstrate the ability to explain the relationship between meeting employer objectives (profit), employee performance, and continued employment.

8. The student will explain appropriate exit procedure for a job.

9. The student will ask for help when needed.

ACTIVITIES:

1A. "Getting Along with Others" worksheet focusing on interpersonal communications and cooperation among co-workers.

1B. Case studies and worksheets addressing problems faced in the workplace.

1C. Teacher information sheets included:
"Success" pyramid
Interpersonal relations
"Fitting in" on the job
Working with others and getting along

2A. "Attendance on the Job," a packet of worksheets addressing rules for attendance.

2B. "On the Job" worksheet addressing the impact of attitudes on job responsibility.

2C. Time management worksheets.

2D. Classroom model for teaching punctuality.

3A. "Accepting Orders on the Job," a packet of worksheets reflecting on the value of good employee/supervisor relations.

4A "Following Directions on the Job," worksheets and projects relating to accuracy in on-the-job tasks.

4B. Teacher information sheet
Apologizing for mistakes

5A. Have student discuss worksheet topics concerning personal hygiene and the importance of maintaining cleanliness of workstation--Refer to Job Getting-2B

5B. Crossword puzzle on Health and Physical Condition words.

6A. Have a member of the class lead a class discussion on the topic of addressing grievances in the workplace.

6B. Teacher information sheets-- Unions

6C. Secure grievance procedures and discuss

7A. "Willingness to work on the job.

7B. Employer and employee expectations: How to Keep your Job.

7C. Employer-employee case studies.

7D. Teacher information sheet included:
Problem solving on the job
Some of the most common problems employers have with workers

8A. Utilizing class or group discussion, explore the reasons why people are fired and relevant recourse. (i.e., letters or recommendation, exit procedures.)

9A. Asking for help/clarification.

CASE STUDIES

1. It is a very busy time in the office where you are a secretary. Another secretary who has just been reviewed for an annual salary increase is at your desk. She indicates that her annual salary increase was much less than she had expected. She believes that the reason for her small salary increase was due to her refusal to work overtime recently when asked to do so. She indicates that she is going to appeal her salary increase. She wants you to write a letter stating that you agree with her belief that her small increase was due to her refusal to work overtime.

   This is the third time that she has been given a smaller-than-expected salary increase. In the past she has asked other secretaries to write a similar letter. They have responded to her request; however, she has failed each time to follow up with her appeal.

   What would you say to this secretary?

2. You are an assembly line worker at a local plant. Bob and Joe, two coworkers and friends of yours, are known for playing practical jokes on each other as well as on other unsuspecting persons in the plant. Earlier today Bob asked you to help him play a joke on Joe. He knows that Joe's wife is expecting a child at any time. He wants you to call Joe and pose as someone from the hospital saying that Joe's wife has been admitted. Bob knows that Joe will immediately rush to the hospital which is on the other side of town.

   How would you handle Bob's request?

The Job World Workbook, Education Associates, Inc., 1987

Co-Worker Case Studies

The purpose of this activity is to make you aware of some typical problems in relationships between co-workers so that you will be better prepared to handle similar situations.

On this page and the next are several case studies involving relationships between co-workers. Read each case study carefully, then answer the questions that follow it. After you have completed this activity, you should have a better idea of how to develop and maintain good relationships with all your co-workers.

Ted is enrolled in a work-education program. Each morning he attends a work-related class, and in the afternoon he works in a clothing store. One day last week he learned how to install the tape in the cash register. The next day he heard one of the salesclerks say that the cash register was not working properly. Another salesclerk attempted to fix the machine but was unsuccessful. "I'll just wait until the manager returns from lunch," said the first clerk.

Ted approached the two clerks and said, "I think I can fix it."

One of them remarked, "What do you know about cash registers?"

Annoyed by the remark and feeling confident of his ability to fix the machine, Ted said, "I'll show you how to fix it!" He pushed his way in front of the salesclerks, opened the cash register side panel, rethreaded the machine, and punched the "no sale" key. The machine operated properly, and the receipt came out. Ted, feeling he had proven a point, walked back to his own work area without saying a word.

Did Ted prove a point? How did this situation affect his future on this job?

Karen, who just recently graduated from high school, has been working at her new job as a clerk-typist for only two days. On her coffee breaks she likes to go down to the composition department and watch Helen and Jean operate the new varitype machines, which fascinate her. Helen has even volunteered explanations on how the varitype machines work. Jean has never offered to explain anything about the machines to Karen. Yesterday Jean told Helen she'd had to go to a special school to learn how to use a varitype machine, so she didn't think it was right for Helen to teach Karen how to operate the machines. "Besides," Jean said, "she might get so good that she'd take over one of our jobs!"

If you were Helen, how would you answer Jean?

Independent Study for the World of Work, McKnight, 1984

Janine began her first job as an assembler in a large manufacturing firm. Lois, one of the other assemblers, was especially friendly to Janine. They began to spend all their coffee breaks together. Lois was a gossip, and everyone knew it. Although Janine did not gossip, she listened to Lois talk about everyone else in the department. Janine soon noticed that many of the workers were beginning to be very cool and distant toward her, which was exactly the way they treated Lois.

If you were Janine, how would you have handled your relationship with Lois and with the other workers in the department?

Walt, like everyone else, likes to receive a pat on the back for a job well done. But the supervisor in his department seldom makes favorable remarks about Walt's work. Gary is exceptionally careful about every detail of his work, and he receives many compliments from the supervisor. Gary takes the compliments well and is not resented by the other employees — except Walt. It is difficult for Walt to stand by silently and see Gary getting so much praise. After watching the supervisor compliment Gary for doing a fine job on a difficult project, Walt said to Gary, "I suppose you think all that butter will get you a raise." Gary looked up, said nothing, and continued his work. Walt went on, "Too good to talk with me, huh? Now that you and the boss are so buddy-buddy, I guess you can't associate with the rest of us."

1. What is the reason for Walt's behavior?

2. If you were Gary, what would you do or say?

3. How can you accept a compliment and still maintain good relationships with your co-workers?

What Would You Do If . . .?

The purpose of this activity is to make you think about what you would do if confronted with some situations that commonly occur in the world of work.

There is no way to predict what problems and questions will confront you as you pursue your career goals. But the following case studies describe some common types of difficult situations people encounter on the job. Read each case study carefully, then answer the questions that follow it. Doing this activity may someday help you handle a problem that stands between you and your career goals.

Tom and Betty are tellers at the same bank. Tom had already worked at the bank a year when Betty was hired. He was asked to help train her. Tom knows the bank has been trying to promote more women, and he resents Betty's presence. If he trains her well, she may get the promotion he is hoping for. Betty doesn't understand why Tom is so cold toward her.

1. What would you do if you were Tom? Why?

2. What would you do if you were Betty? Why?

Wendy is a young reporter for her hometown newspaper. She is a good journalist. But she's unhappy because she hasn't had an opportunity to cover her real interest — sports. Most of her assignments have been for the family section of the paper. Today the news editor asked Wendy to replace the courts and city council reporter, who is going on vacation. Wendy is not really interested in either the courts or the city council.

If you were Wendy, what would you tell the news editor? Why?

Six months ago, when Bert was hired as a clerk in an athletic-equipment store, he thought he had it made. The store was part of a large chain, and Bert's long-range goal was to manage one of these stores. Bert was good at his job, but a few months later business began to fall off. Last week Bert's boss told him that there just wasn't enough business to justify such a large staff. Since Bert was the last one hired, he would be the one to be laid off.

1. How would you feel if you were Bert? Why?

2. If you were Bert, would you give up your goal? Can you think of any ways that Bert might try to meet his goal in spite of his setback?

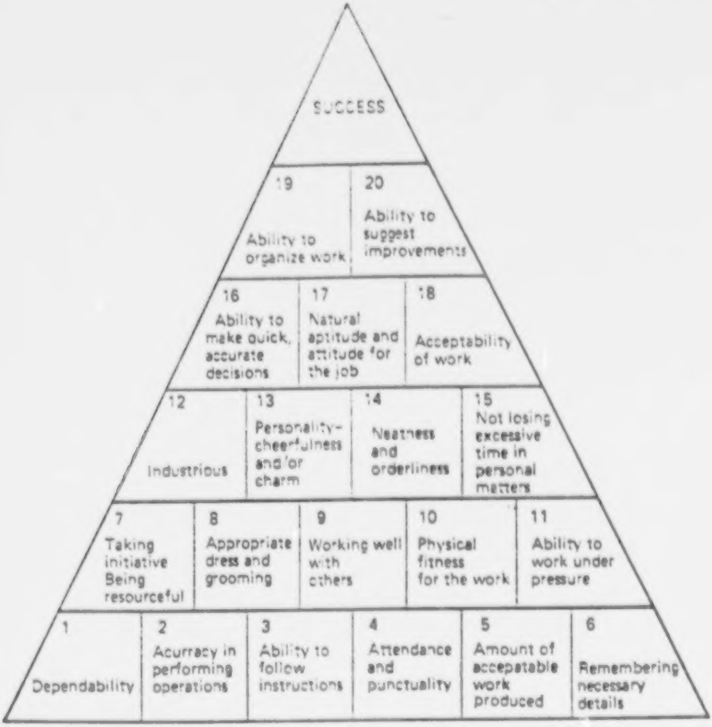
Lillian really wanted to be a commercial artist, but she knew that there would be a lot of competition for jobs in commercial art. Afraid that she would be unable to find a job as an artist, Lillian looked for and found a secretarial job. At her first performance evaluation, Lillian's boss pointed out that her typing and shorthand skills were not quite what they should be, and that no one could figure out her filing system. Lillian's boss wasn't sure Lillian had either the aptitude or the interest for her work. Lillian knew that her boss was right.

If you were Lillian, what would you do? Why?

Martha's goal is to be a police officer. She was thrilled when she was admitted to the police academy. She graduated near the middle of her class. At her first job evaluation, Martha was told that she was behind in her paperwork and that she needed to improve her driving skills. Martha loves her work and is determined to do well at it.

1. If you were Martha, how would you react to this evaluation? Why?

2. What should Martha do to get a better evaluation next time?


SUCCESS
19 Ability to organize work
20 Ability to suggest improvements
16 Ability to make quick, accurate decisions
17 Natural aptitude and attitude for the job
18 Acceptability of work
12 Industrious
13 Personality-cheerfulness and/or charm
14 Neatness and orderliness
15 Not losing excessive time in personal matters
7 Taking initiative Being resourceful
8 Appropriate dress and grooming
9 Working well with others
10 Physical fitness for the work
11 Ability to work under pressure
1 Dependability
2 Acurracy in performing operations
3 Ability to follow instructions
4 Attendance and punctuality
5 Amount of accepatable work produced
6 Remembering necessary details

Home Economics II. Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1

BEST COPY AVA

Interpersonal Relations

Good interpersonal relations are critical to finding and maintaining employment. Interpersonal skills are a cornerstone of successful teamwork, and teamwork is rapidly becoming one of the basic tools needed by business and industry to remain competitive. "Quality teamwork results when team members know how to recognize and cope with various and unique personalities and when each has a sense of the cultures and approaches that other team members represent" (Carnevale et al. 1989).

There are many lists of interpersonal skills that various researchers have identified as important for students to master. One such list is based on interpersonal work behaviors that are necessary for and transferable across occupations (Greenan 1986). These work behaviors include

- getting along and working effectively with people of different personalities;
- showing up regularly and on time for activities and appointments;
- seeing things from another's point of view;
- engaging appropriately in social interactions;
- taking responsibility and being accountable for the effects of one's own judgments, decisions, and actions;
- planning, carrying out, and completing activities at one's own initiative

A lack of interpersonal skills can impede young people as they interview for jobs, accept work-related criticism, or explain work-related problems to a supervisor. Many studies indicate that employers reject job applicants and dismiss employees most often for reasons related to interpersonal skills.

Techniques that have been found to be effective in helping students develop interpersonal competence include the following:

In-School Techniques
Appreciation time
Audiotaping
Buddy systems
Class problem-solving meetings
Discussion groups
Dramatic presentations
Flexible grouping
Games
Group activities
Job clubs
Participatory decision making
Personal consultation
Peer tutoring
Roleplaying
Simulated work situations

Structured experiences
Team building
Team teaching
Videotaping

Out-of-School Techniques
Job shadowing
Mentoring

ILABLE

WORKING WITH OTHERS AND GETTING ALONG

The way you get along with the people you work with will probably be the most important part of "fitting in." When you meet your co-workers, be friendly and courteous. Ask them for help when you feel you need it. Since they were new on the job once too, they will probably be glad to give you a hand. Because they also have jobs to do, be careful not to bother them too much.

Be seen as thoughtful, hardworking, and cooperative. Be sure you don't give a bad impression by appearing to be a gossip, know-it-all, loner or complainer.

Remember, it is very important to get along with your co-workers as well as your supervisors. Leave a good impression.

Unfortunately, it is not always easy to get along with everyone. Sometimes there can be "personality problems" and it seems to be nearly impossible to get around the problems that result. This can happen with both co-workers and supervisors and could result in your being fired from the job if a way to solve the problems is not found. Has this every happened to you? What did you do?

Common reasons for people not getting along

- differences of opinion on specific issues
- different goals and values in life with little respect for other ideas
- confusion or misunderstanding of what was said, done or meant by another person
- a sense that one person is treating another unfairly
- not trusting another person to be dependable and honest
- believing that the other person does not have the ability to do a good job

Job Seeker's Workbook, Materials Development
of Wisconsin--Stout, 1988

"FITTING IN" ON THE JOB

1. Being the new person on the job is not always easy. Many people watch you to see what kind of worker you are and to find out what kind of person you are. The "new person" often gets the work that no one else wants. Sometimes it takes awhile to be accepted by other workers, and you may feel lonely. Until you know who to trust, watch what you say. It's not always easy to be new on the job, but before you know it there will be some other "new person," and you will be one of the old gang.
   What experiences have you had being the "new person"--how did you feel?

2. To "fit in" on the job you must look and act in a way similar to other responsible workers. This means your dress and grooming should be appropriate--worl is not the place to try out the latest fads in clothing or hairstyle. Keep it conservative in most cases.
   How can you know the right way to dress for a new job?

3. Work is no place for drinking alcohol, or using drugs, or for romantic relationships. Your time on the job should be spent working--not spent on other matters that would get in the way of your doing the job well or make other workers uncomfortable. It is also no place to dwell on your personal life or personal problems.
   Have you ever felt uncomfortable working with others who were involved in personal matters on the job?

4. While you are learning your job, stay in touch with your supervisor. Do what your supervisor tells you to--not what other workers say. Ask questions when you need to, but don't become a "pest" bothering the supervisor when it is not necessary. Be sure to let your supervisor know when you have finished your work so that you can be given new assignments. This will make you appear hardworking and motivated. Also, let the supervisor know ahead of time if yo will miss work or be late--and try not to let this happen at all if possible!
   Have you ever been unsure of what your supervisor expected or wanted you to do? How did you handle it?

"On the Job"

oll dice to see what unanticipated problem might have come up. Match the number on the dice to the list of problems. Tell what you could have done to anticipate or foresee the problem, what kind of plan you could have had standing by, and what you could do or might be able to do now to get to work.

The following is a list of problems that could keep you from getting to work. Assume you have to be to work at 8:00 a.m. At 6:00 a.m., when you wake up, or at the time specified, you find the problem. What could or would you do?

2. You find your favorite cat or dog has died during the night.

3. You are under a tornado warning, one has been sighted; radio advises extreme caution.

4. It snowed 8" during the night and it is still coming down; your car is buried.

5. It is raining very hard, there is some flooding on the streets, and the radio says there is a flood warning in effect until noon.

6. As you go to get in your car at 7:20 a.m., the battery is completely dead and the car (which is an automatic) will not even turn over.

You wake up without the alarm and find it is lighter than usual; as you turn on a light switch you find there is not power; as you check your watch, you see that it is 7:55 a.m.

8. You get a phone call from your father that your mother, who is in the hospital, is getting worse; she wants you to come right away.

9. As you start the car at 7:20 a.m., it runs for one minute to warm up and runs out of gas.

10. As you walk out to your car at 7:20 a.m., you cannot find it anywhere; it has been stolen during the night.

11. As you walk out of your house, your front door knob breaks and comes apart; since nobody will be home during the day, you are concerned about leaving your door opened or unlocked.

12. The roads are icy and it is hard to drive.

Attendance Facilitator Guide, JTPA, 1989

Read and discuss this exercise as a class. Then to go the next page and complete the examples.

Preparing Your Daily Schedule to Get to Work on Time

Actions	Reasons
1. Determine how long it takes you to get ready for work. Include time for showering, dressing, eating, and anything else you want or need to do. Example: 1-1/2 hour	1. If you know how long it takes you to get up, shower, dress, eat, and get ready, you can plan for enough time.
2. Determine how long it takes to travel to work. Include time for traffic, or a late bus. Example: 1/2 hour	2. If you know how long it takes you to travel to work, you can plan for enough time.
3. Add the number of hours needed to get ready and travel to work. Example: 1-1/2 hour + 1/2 hour Total: 2 hours	3. This will give you the total number of hours you need to get ready and travel to work.
4. Subtract the number of total hours needed to get ready and travel to work from the time you need to be at work. Set your alarm clock for that time. You should allow 5 minutes cushion time. Example: 8:00 a.m. need to be at work; 2 hours needed to get ready and travel to work 6:00 a.m. set alarm to wake up	4. The clock will wake you in time to get ready and travel to work.

Determine how many hours sleep you need. (Usually between 7-8 hours)

5. To plan enough sleep so you think clearly at work.

Example: 8 hours

Subtract the number of hours from the alarm time to know when you should go to bed.

6. To determine when you need to go to bed.

Example: 6:00 a.m. alarm set to wake up
- 8 hours sleep needed

10:00 p.m. need to go to bed

ow to Get to Work on Time

xample: John needs to get to work by 7:00 a.m. It takes him one hour to get ready for work, and 45 minutes to travel to work. John needs eight hours sleep a night to function well. What time should John set his alarm clock to get to work on time? What times does John need to go to bed at night?

Step 1:	1.00 hour	(Get ready)
Step 2:	+ 45 minutes	(Travel to work)
Step 3:	1.45 total	(Get ready/travel to work)
Step 4:	7:00 a.m.	(Need to be at work)
Step 4:	- 1.45 total	(Get ready/travel to work)
Step 4:	5:15 a.m.	(Set alarm)
Step 5:	5:15 a.m.	(Alarm set to wake up)
Step 5:	- 8 hours	(Sleep needed)
Step 5:	9:15 p.m.	(Needs to go to bed)

Work in pairs to solve these problems.

1. Bill needs to get to work by 8:00 am. It takes him 1/2 hour to get ready and 1/2 hour to travel to work. What time should Bill set his alarm clock to get to work on time? When should he go to bed?

Step 1: (Get ready)

Step 2: (Travel to work)

Step 3: (Get ready/travel to work)

Step 4: (Need to be a work)

Step 4: (Get ready/travel to work)

Step 4: (Set alarm)

Step 5: (Alarm set to wake up)

Step 5: (Sleep needed)

Step 5: (Needs to go to bed)

2. You have just been hired at a new job. Your boss tells you to report to work at 9:00 am each morning. What time should you set your alarm clock to get to work on time? When should you go to bed? Remember, you will first need to determine how long it takes you to get ready and travel to work and how much sleep you need. Make up your own traveling time.

Step 1: (Get ready)

Step 2: (Travel to work)

Step 3: (Get ready/travel to work)

Step 4: (Need to be at work)

Step 4: (Get ready/travel to work)

Step 4: (Set alarm)

Step 5: (Alarm set to wake up)

Step 5: (Sleep needed)

Step 5: (Needs to go to bed)

1. What does it mean to have a balanced life? ____________________

____

2. Is your life balanced? __________ Explain ____________________

____

3. What are the good things you get from a balanced life? __________

____

4. One of the things we have to work with is time. Look at these charts and see how you spend it.

CHART I suggests a well-balanced life based on today's lifestyle

DAILY HOURS

Item	Hours
1. Sleeping	8
2. Eating	1
3. Work/school/study	10
4. Leisure	2
Hobby	
Music	
Sports	
Going Out	
Travel	
Other	
5. Exercise activity	1
6. Watching TV	1
7. Lost time	1
Total	24

CHART II is for you to fill out according to how you spend your time. Be honest and compare your schedule with CHART I.

DAILY HOURS

Item	Hours
1. Sleeping	______
2. Eating	______
3. Work/school/study	______
4. Leisure	______
Hobby	______
Music	______
Sports	______
Going Out	______
Travel	______
Other	______
5. Exercise/activity	______
6. Watching TV	______
7. Lost time	______
Total	24

Do you think you use your time wisely? __________ Why? __________

____

6. Did you ever get into trouble because you "don't have anything to do?"

____

7. What are some positive things can you do if your day isn't full? _

____

8. Compare the following daily schedules for Lee and Chris.

	LEE		CHRIS
6am	Sleeping	6am	Wake up, shower, dress, breakfast
7am	Sleeping	7am	Leaves for school
8am	Wake up, shower, dress	8am	Begin school
9am	Arrive at school, eat	9am	School
3:30 pm	Leave school	3:30 pm	Leave school
4 pm	Hang around with friends	4 pm	Work out at gym
6:30 pm	Hang around with friends	7 pm	Do homework
7:30 pm	Go home	7:30 pm	Do homework
8 pm	Dinner	8 pm	Dinner
9 pm	Watch T.V.	9 pm	Read or call a friend
9:30 pm	Watch T.V.	9:30 pm	Relax at home
10 pm	Watch T.V.	10 pm	Relax at home
12 pm	Go to bed	11 pm	Go to bed

9. Which person do you think is most successful at using their time?

0. Help Lee change his schedule. What areas would you suggest he change?

Why?

11. Write your own normal daily schedule below for a weekday.

A.M.	P.M.
6:00	1:00
7:00	2:00
8:00	3:00
8:30	4:00
9:00	5:00
:30	5:30
10:00	6:00
10:30	7:00
11:00	8:00
11:30	9:00
12:00 noon	10:00
	11:00
	12:00 midnight

2. Exchange schedules with someone in class. Evaluate to see if adjustments could be made. Discuss

APOLOGIZING FOR MISTAKES

Everyone makes mistakes at one time or another. It is difficult, however, for some workers to admit their mistakes and ask for another chance. On the other hand, some workers find it very easy to say they're sorry. These workers usually learn from their mistakes and try harder the next time. You probably know workers who apologize without really thinking about or meaning what they're saying. If you're sincere about what you say, when you ask for another chance or apologize for having made a mistake, you will be more successful.

Directions: Here are some things June said when she asked for another chance. Do you know what she was thinking by her words? Can you tell if June was sincere or not? What are some clues you would have to know? On a separate sheet of paper, explain your opinion. When you are finished, show your work to your teacher.

BOSS: June, didn't I ask you to turn in the payroll tonight before 5:30?

JUNE: Well, uh...

BOSS: June! (voice rising) It's almost 6:00!

JUNE: Well, I'm sorry.

BOSS: Sorry? It's time to close and people have to get paid this week.

JUNE: Yes...You're right...I know...I'll try to do it now...I completely forgot about it...When the floor manager asked me to come to her office, I just forgot....

BOSS: You what? You're just too forgetful. One more mistake and you're out!

JUNE: I'll stay late tonight to get it done.

Do you think that June is sincere? Here are some clues to remember. Workers communicate a great deal with their words, but what they don't say can be interpreted also. How did she look when she apologized? Body movements send messages. Did June raise her voice? Did she look at her boss? What do you think? Should the boss give her another chance?

CAP: Job Performance, Media Materials, Inc., 1986

erliness

Discuss with the class:

1. If your job station looked like you
think about your job station?

____

2. Why is it important for your workpl

____

3. Are there any rules at your present
cleanliness? If so, what are they

____

____

4. What could you do to improve your p
cleanliness and organization?

____

5. What effect would this improvement
where you work?

____

6. Do you have a specific place where
you create a place where everythin

____

____

7. What else will you do this week on
cleanliness and organization of yo

____

____

8. How will you do those things?______

____

Facilitator Guide, JT

ur bedroom, what would your boss

lace to be orderly and clean?

t job regarding neatness and
?

personal on-the-job neatness,

have on the place and people

everything belongs? If not, could
g that you work with belongs?

the job to increase the neatness,
ur workplace?

PA, 1989

Health and Physical Condition Words

accommodate
defects
emergency
exist
handicap
impairments
limit
limitation
notify

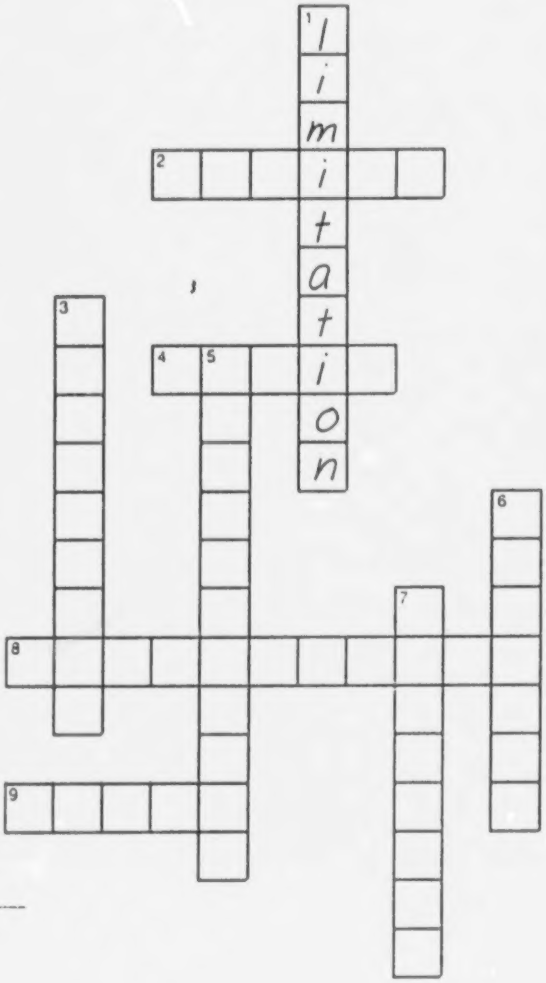
Puzzler

Each clue below tells about one of the words in the list above. Match the right word with each clue. **Print** the word in the blank line in the clue sentence. Use the clues to do the crossword puzzle. The first word is done for you.

Clues

Down

1. Limitation means the same as defect, handicap, or impairment on a job application.
3. An ________________ is caused by an accident or sudden illness.
5. ________________ means the same as [illegible]ndicaps or defects.
6. Problems that may keep people from doing things others can do, or that make doing them harder than it is for other people, are referred to as ________________ on a job application.
7. Another word for impairment or defect is ________________ .



Across

2. Person to ________________ in case of emergency.
4. Do you have any physical or mental impairment which may ________________ your ability to perform the job for which you are applying?
8. What can be done to ________________ your limitation?
9. [illegible]en something is here, it is said to ________________ .

UNIONS

In order to work in some occupations, workers are required to join a labor union. A union is a group of workers who have formed together to voice their opinions to their employer or the employer's representatives (management). Ideally, the purpose of a union is to help workers be successful and secure on the job by bargaining with management for better wages, working hours, working conditions, and benefits.

Labor unions came about in the early days of industry because of poor working conditions, low wages, child labor, and unfair treatment of employees. By banning together, workers found that they gained strength and power to discuss these problems with management.

As a result of unions and changes in corporate attitudes, many of the problems that faced workers in the early 1900s have been solved. Workers are no longer faced with terrible working conditions. Laws have been passed to protect workers' rights and safety. Management has learned over the years that satisfied workers are more productive workers, 15-6. And more productive workers yield higher profits. For these reasons, many workers have found that they no longer need to be part of a union to be treated and paid fairly. They no longer want to pay expensive union dues to support their local and national union organizations when they hear how some union officials have misused union money. Some people feel that unions have accomplished their original purposes and are no longer needed.

On the other hand, some people feel that unions can still do many things for its workers. They can continue to campaign for increased wages and benefits. They can help retrain workers whose jobs are assumed by automation. And they can influence the legislation of labor and fair trade laws.

Must you join a union?

The answer to this question depends on the state in which you work and the kind of job you have. Some occupations do not have union affiliations. However, others require union membership.

If a workplace has a *union shop agreement*, all of its workers must join the union as a condition of employment. In such cases, you might be hired by a company, but you would not be able to work more than a certain period of time unless you joined the union.

If a workplace has an *open shop agreement*, its workers are free to join or not to join the union. Most unions oppose this type of agreement because they represent all workers in their negotiations. Therefore, they feel every worker should be required to join the union.

To find out what type of shop agreement a company has, call the company or check with your state department of labor. If you have a choice about whether to join a union or not, do a little investigating first. Find out the following information to help you decide if joining a union will help you be more successful at your job.

- Track record of the union. Find out what the union has accomplished and what it plans to accomplish in the future.
- The size of the workplace. The larger the company you work for, the greater the need may be for workers to negotiate terms through the help of a union.
- Cost of union membership. Find out what the initial fee is to join and the amount of monthly or weekly dues withheld from your paycheck.

Keep in mind that if you join a union, you will have to abide by union rules. You must be willing to give up some of your independence. If you have a complaint about work, you will have to follow a specific procedure for getting the problem solved. It's possible that you and your manager could solve the problem yourselves, but you will have to follow union rules. If the union votes to go on strike, whether you want to or not, you will have to go along with it and manage without pay.

From School to Work, The Goodheart-Willcox Co., 1984

ation of unions

, two major types of labor unions exist
ited States: craft unions and industrial

unions are formed by workers who
same craft or trade. There are craft
or carpenters, painters, plumbers, elec-
and machinists. For example, the
for carpenters is called the United
hood of Carpenters and Joiners. The
for electricians is called the Interna-
Brotherhood of Electrical Workers
)

strial unions are formed by workers
elong to the same industry. Most in-
l union members work in factories
cars, clothing, steel, and other prod-
e made. The industrial union for auto
rs is called the United Automobile
ers (UAW). The union for garment
rs is the United Garment Workers of
ca (UGW).

he national unions are large with over a
n workers such as the United Automobile
ers. National unions consist of many local
s. For example, the UAW has local
s wherever cars are being manufactured
United States.

e basic work of unions is done in the
. A local union has its own constitution,
s, and set af officers. The local union also
shop stewards to handle members' com-
ts about management.

ective bargaining

llective bargaining is the process that labor
management use to discuss what they ex-
from each other in the workplace. In a
collective bargaining is like a buyer and
ler debating the price of something to be
Labor may first demand much more than
expect to get. Management will offer much
than they intend to give. Through debate,
ussion, and possibly, arguments, a compromise is finally reached in the form of a labor contract. A *labor contract* is an agreement which spells out the conditions for wages, benefits, job security, work hours, working conditions, and grievance procedures (the way a complaint is handled).

Bargaining for a new contract can be a long process. It usually begins weeks before the date that the existing contract expires. Representatives from management and labor each present things they want to go into the contract. When an agreement is reached for a new work contract, then the union members vote to accept or reject the agreement. If the union members reject the contract, their representatives go back to the bargaining table and bargain for different terms.

If no agreement can be reached and the existing contract expires, there may be trouble. Sometimes union members will vote to strike until the company meets their demands or comes closer to their demands, 15-7. On the other hand, management can threaten to close down the company unless an agreement is reached. Obviously, either action can be a loss to both labor and management. This is why it's important for both labor and management to be reasonable in their expectations.

Job Keeping--6A

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LABOR UNIONS

I WHAT IS A LABOR OR TRADE UNION?

A labor (or trade) union is formed by workers who join together. They join together to be strong as a group. As a group, it is easier to ask an employer for changes wanted in **working conditions.**

II THE NEED FOR UNIONS

For many jobs an employee finds it helpful to join a union. A union can help him with his **employer.** He may want some **working condition** improved or changed.

Besides an **agreement** with his employer on wages and hours, a worker also wants to have a nice, clean place in which to work. When a union and an employer work together, they both take care of such matters. They also talk about **job security. Job security** means that a worker may feel sure that if he does his work well, he will be able to keep his job.

By **working conditions,** we mean that an **employee** should have:

1. Good light to work by
2. Fresh, clean air
3. Safety protection from machines which may be unsafe
4. Protection against a "boss" or **foreman** who may be unkind to the people working under him
5. The right to be **discharged** or removed from his job only for fair and **just** reasons

1. (a) All the words that are in heavy black letters are important ones for you to understand. Some of them are explained in the lesson. It would be a good idea for you to look in the dictionary for the meanings of the remaining words.

A WORDS	B MEANINGS
employer	
agreement	
employee	
foreman	
discharge	
just	

(b) Find the sentences in which the above words appear and copy them on the lines below.

employer ______________________________

____

____

agreement

employee

foreman

discharge

just

In your own words, explain what **job security** means.

3. Why would you, as an employee, like to feel secure in your job?

4. Should an employee feel secure in his job if he wastes time and does not do the work he is paid to do? Explain your answer.

5. What do you think would be two just reasons for an employer to **fire** or **discharge** an employee?

(1)

(2)

Help Yourself to a Job, Part II, Finney Co., 1969

Theft in Business

1. If you work in a business or store, do you know how much is lost through employee theft?

____

2. Which of the following groups are responsible for what percentages of the theft that occurs in business?

Shoplifters ________%   Vendors and Shippers ________%

Bad Check Writers ________%   Employees ________%

3. What are some ways employees steal from their employer? ______________

____

____

4. Is being purposefully unproductive the same as stealing? ______________

____

5. Have you ever stolen anything from your employer? (Time, merchandise, money, supplies, etc.?)

____

6. What are some of the reasons employees use to justify stealing and being unproductive at work?

____

____

7. If a company had 100 employees and half of them stole $5 per shift and each one worked 20 shifts per month, how much money would be stolen each month? ______________ If it were your store, what would you do to protect yourself from that kind of loss? What would you do to those individuals that you caught stealing from your store?

____

____

8. What are your feelings about turning in someone for stealing? ________

____

Facilitator Guide, JTPA, 1989

What is your company or union policy on this? ______________________

____

. What responsibility do you have to reduce theft at your job? ________

____

. What must you do to become a totally honest employee? ____________

____

. What will you do to help others be totally honest? ______________

____

Employer and Employee Expectations: How to Keep Your Job

Desirable characteristics an employer looks for in employees.

An employer expects you to do the job you have been paid to do – a full day's work for a full day's pay. An employer wants employees who are:

1. Cooperative
2. Dependable
3. Enthusiastic
4. Loyal
5. Willing to learn and improve
6. Honest
7. Able to take initiative
8. Willing to follow directions
9. Able to take criticism
10. Congenial

There are several things an employee can expect from an employer. They include:

1. Paycheck
2. Safe working conditions
3. Directions about the job, its duties, the company, its rules, etc.
4. Fair treatment
5. Opportunity for advancement
6. Fringe benefits

The Job World Workbook, Education Associates, Inc., 1987

BEST

ate your performance

Desirable characteristics an employer looks for in employees

	ALWAYS	SOMETIMES	NEVER
ollows Directions	______	______	______
ccepts constructive criticism	______	______	______
ustains routine	______	______	______
ets along with supervisors	______	______	______
ets along with co-workers	______	______	______
ets things done	______	______	______
ikes his/her work	______	______	______
resses and grooms appropriately for the job	______	______	______
ependable	______	______	______
ives notice of any absence by telephoning	______	______	______
ets to work on time	______	______	______
orks by himself/herself	______	______	______
akes care of equipment with which he/she works	______	______	______
oes his/her share of work	______	______	______
bserves the rules of the company	______	______	______
ourteous	______	______	______
akes initiative	______	______	______
ongenial	______	______	______

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1. Which of the following is being dishonest to your employer?

A. ______ Taking too many work breaks

B. ______ Arriving late for work

C. ______ Taking materials home from work

D. ______ Stealing food from the business' kitchen

E. ______ All of the above

2. Write about a situation where you could lose your job for not following directions.

3. Name three ways you could learn to improve on your work.

1. ______________________________

2. ______________________________

3. ______________________________

4. Give three examples of loyalty to a job.

1. ______________________________

2. ______________________________

3. ______________________________

5. List the qualities that you would want to see your workers have if you were an employer.

Cooperation

A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is particularly heavy during this time, and the manager requested that all employees be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m.

Barbara had been taking her lunch hour at noon since beginning work in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Does Barbara have a right to continue taking a noon lunch hour? Why or why not?

How could this disagreement have been avoided?

Since the disagreement did occur, what can be done to solve it?

Honesty

Sam, 19, was a bookkeeper for a local service station. He was recently hired for this job, and his employer decided to test Sam's honesty. He placed 35¢ extra in the cash register to see what Sam would do about it. Sam decided to keep the 35¢ for himself because it was "over." He knew that he should record it in the "cash short and over" ledger, but he was dishonest. His employer fired him. He told Sam that if he would take a small amount now, he might take a larger amount later.

Do you think that Sam was dishonest?______

Do you think that Sam's employer was justified in firing him? Why or why not?

Honesty

Linda and Lisa are secretaries in a large corporation that manufactures space vehicles. Linda always arrives at work 10 to 15 minutes late, then goes to the ladies' room to put on her makeup. She finally gets to her desk about 8:30. Lisa always arrives at her desk promptly at 8 a.m. and begins her work. Even though Linda has better secretarial skills than Lisa, Lisa got a raise when it came time for salary review and Linda did not.

Do you think Linda's employer had a right t hold back her raise for being late? Why or wh not?

If you were Linda, what would you do to improve your chances of getting a raise next time?

Initiative

Maime [illegible] 17, was a waitress at a bus-stop restaurant [illegible] the summer between her junior and senior years in high school. When the buses were in, all the girls were very busy waiting on customers; but after the buses left, most of the girls sat down to drink a coke, eat, or just relax. Maime never sat down on duty. She kept busy cutting up lemons for tea or filling napkin holders and salt and pepper shakers. She could always see what needed to be done, and she did it. The restaurant manager noticed her initiative and gave her a $2 per shift raise.

If you were Maime's boss, would you have given her the raise? Why?

Do you believe that time seems to pass faster when you are busy?______

Initiative is not always rewarded with an immediate pay raise. If you felt that no raise in pay was forthcoming, would it still be worth the effort to look around to see what needs to be done and do it? Why or why not?

Willingness to Learn

Mary was a clerk
ment agency. She ha
used carbon ribbons an
few days. She always a
girls in the office to cha
which the girls soon beg
unwilling to learn how t
ribbon because she did
smudges on her hands.

How would Mary ben
the typewriter ribbon hers

If you were an emp
about an employee who

Willingness to Follow Di

Susan, 18, is a sta
accounting firm. Her e
tions on how he wants t
he gives her a job. Some
format slightly, thinking
have the worked retur
spending two days retyp
employer warned her th
directions again, he wou

ist in a large employ-
ew typewriter which
eeded changing every
asked one of the other
ange the ribbon for her,
gan to resent. Mary was
o change her typewriter
not want to get carbon

efit by learning to change
elf?

loyer, what would you do
was not willing to learn?

irections

atistical typist for a local
mployer gives her direc-
he charts typed each time
etimes Susan changes the
her way is better, only to
ned to be retyped. After
oing a piece of work, her
at if she failed to follow
ld have to let her go.

Suppose that Susan's way is better than her employer's. Should she still do it his way? Why or why not?

Dependability

The Home Improvement Center hired Arnold part-time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given directions each afternoon when he reported for work. Last Tuesday he was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Arnold did not show up for work at all. When he came in on Thursday afternoon, the boss told Arnold he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Arnold did not show up or call in, the manager hired another boy to make the deliveries.

Was the manager unfair to Arnold?______

Suppose that Arnold was ill on Wednesday. What could he have done to save his job?

Enthusiasm

Maggie, 18, has just completed high school and [illegible] her first job as a receptionist in a savings and [illegible] company. She is extremely enthusiastic about her job and smiles amiably at everyone who comes into the bank. Many people stop to chat with her just because she seems so friendly. She looks forward to going to work every morning and is sorry when her workday is over. Maggie can hardly wait to get home each night to tell her family and friends about the interesting and exciting things that happened to her at work.

Do you think Maggie's enthusiasm will help make her a happy person? Why?

Acceptance of Criticism

Jack was a checker in a large grocery store. He was a good worker, very dependable, and never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Jack's cash register each day explaining his errors, so he decided to speak to Jack about it. He suggested that Jack should slow down a little and try to be more accurate. Jack became very upset and quit his job because he could not accept constructive criticism.

If you were Jack, what would you have done?

Loyalty

"I don't like
Joan to her frie
rather work for M
teresting cases."
A lady at the
Lynn's conversatio
of Mr. Jones' wife
what she had hear
husband, and the
became very strai

What was the
atmosphere? Why?

If you do not
complain?

If you find tha
everyone you kno
you do?

rking for Mr. Jones," said
ynn, one day at lunch. "I'd
Baxter; at least he takes in-

ext table overheard Joan and
n and, since she was a friend
, could hardly wait to tell her
d. Mrs. Jones promptly told her
office atmosphere suddenly
ned.

cause of the unpleasant office

____

____

____

____

____

like your job, to whom can you

____

____

____

t you simply have to complain to
w about your job, what should

____

____

____

PROBLEM SOLVING ON THE JOB

What can you do if you are having problems getting along with others at work?

TRY THESE:

1. Think about the problem(s) and try to see your part in the responsibility for the problem.
2. Try to look at the situation from the other person's "point of view"--how might you feel if you were that person?
3. Think about the changes that you would be willing to make in order to solve the problem.
4. Talk with the other person about your concerns and desire to solve the problem if possible. Do not "blame" the other person, but try to talk about your part.
5. If necessary, talk with your supervisor about your concerns without blaming the supervisor or another person. Seek help from the supervisor in solving the problem.
6. Show your willingness to make some positive changes on your part and demonstrate a good attitude.

SOME OF THE MOST COMMON PROBLEMS EMPLOYERS HAVE WITH WORKERS

Absent from work
Problems with supervisors
Not skilled enough to do job
Problems with the law
Poor appearance and grooming
Working in a group
Lack of training
Using alcohol or drugs
Personal problems
Angry or hostile personality

Late to work
Not getting along with co-workers
Stealing or cheating
Unreliable transportation
Lack of confidence
Leaving the work area
Not having necessary tools
Low quality work
Not motivated
Not self-starting

Common Reasons Employers Give for Firing Workers

Number 1: Being late for work

Number 2: Not showing up for work

Number 3: Not listening to or respecting employer/supervisor

Number 4: Not getting along with co-workers

A recent survey showed that 10% of college graduates are either fired or "strongly encouraged to resign" within the first year they enter the work force. The most common reasons listed were:

- "failure to fit in"
- misunderstanding of the applicant's qualifications
- "bad chemistry with the boss"
- office politics

Job Seeker's Workbook, Materials Development Center, University of Wisconsin--Stout, 1988

Requesting an Exit Interview

As you have seen in the case studies, there are various ways of leaving jobs. Some people just walk off the job. Others are fired. Some "quit" in mutual agreement with the boss. None of the employees in the study left their jobs in a perfect manner. All neglected to ask for an exit interview with their employers.

What is an exit interview? An exit interview is simply a talk between you and your boss about your employment situation. During the interview, you can get advice on how to improve your job performance and attitude. Sitting down and discussing these things with your employer will help you become a better worker. It may also get you that critically important good reference.

The exit interview also gives you a chance to explain why you are quitting or why you think you're being fired. In it, you can show that you indeed care about your performance.

A third benefit to the exit interview is that it may enable you to stay on the job. Your employer may be satisfied with your work and disappointed with your leaving. By sitting down and talking to your boss, you may eliminate confusion about your behavior. This could have been the case with many of the workers in the study.

To arrange for an exit interview, ask to schedule an appointment with your boss. Indicate that you want the meeting at a time convenient to him or her. Then, think about what you will say and how best to say it. During the interview, avoid being overly critical of the employer, the workplace, or yourself.

For example, if Laurie were to have an exit interview at the child care center, she should not be too hard on herself. She should not say, "You should have known not to hire me," or "I'm just not good enough; I could never learn this job." Instead, she should be honest but positive. She should say, "I think I would need more education to do this job well. But I still learned a lot from the experience."

Lastly, be courteous and appreciative. Thank the employer for spending time with you.

Activity

Act out an exit interview with another student. Select the role of employee or employer. Discuss reasons why you are leaving a job.

After the role play, consider the benefits of the interview. As the employee, do you feel that you are on better terms with the employer? Do you think the employer has a better opinion of you as a result of the interview?

As the employer, do you feel that you know the employee better? Do you understand what might have caused his or her behavior? Do you think the situation can be remedied so that the employee won't have to leave?

Source: Margaretha Vreeburg Izzo and Bettina A. lankard, The Employer's Choice on the Job, (Columbus, Ohio: Center on Education and Training for Employment (formerly NCRVE), Ohio State University), Copyright 1987. Used with permission.

Why People Are Fired

Case Study: Charles

Charles, a 19-year-old, was an average student in a large public high school. He was enrolled in the vocational education program during his junior and senior years. There he learned skills to become a sheet metal worker. After graduation, Charles landed a full-time job in a sheet metal shop as a shop hand. He earned $3.50 per hour at the job.

After he had been working for a time, Charles's foreman reported that Charles's performance was poor. He said that Charles pulled the wrong sheets of metal, worked too fast, and cut the metal the wrong size. Charles also dressed sloppily and was absent from work too many times, the foreman said.

George, Charles's manager, called Charles into his office. He asked, "What would you do if you had a friend who always cut the grass too short and he worked for you in your groundskeeping business?" Charles replied suspiciously, "Am I being fired?" The manager said, "No, you are not." Charles then answered the question, saying he would give his friend a second chance. He attempted to explain his poor work performance. "I am not used to how you cut metal in this shop. It's different from the way we did it in the sheet metal class in high school." On the strength of this conversation, George gave Charles a week's probation to improve his performance and attitude. He set up a follow-up meeting for the next week.

One week later, Charles and George met again. They discussed Charles's performance. George said that Charles's work was "not too bad." Charles stated that his work would certainly improve if he received a raise. George was surprised. He asked Charles what he thought would be a fair salary for the amount of work he was doing. Charles replied, "Six to eight dollars an hour." George pointed out that the shop foreman, who had been there for 15 years, made only that much. Charles answered, "I work as hard as the foreman. I produce the same amount of cut metal as he does, too." George dismissed Charles from the meeting. He told him that he could stay on the job.

The next week, Charles was arrested on a charge of driving while intoxicated (DWI) and speeding. Charles missed a day of work for the court appearance. Later, he would have to miss 3 days more for the jail sentence. Charles was late to work another day that week.

The next week, Charles missed 2 days of work without calling to say he would be absent. On the third day, he called in sick. Charles said he had hurt his knee on the job.

George, the manager, responded by telling Charles that he was fired. He said that Charles had had too many absences from work. He also said that Charles was still making too many mistakes on the job.

Charles was very upset and confused about getting fired. "I don't understand why I was fired; I'm a good worker," he said.

Questions

Did Charles ever understand that he was in danger of losing his job? When? What did Charles do to avoid being fired?

What did Charles do that led to his getting fired?

Why should Charles have avoided asking for a raise at this time? What does Charles's asking for a raise tell you about Charles? Do you think Charles realized he was close to being fired?

How could the manager, George, have helped Charles understand what was expected of him?

What could Charles have done differently to improve his behavior and performance on the job?

If Charles was unhappy in the job, how could he have left more gracefully?

Charles's case study illustrates one of the major reasons why people are fired from jobs. Charles did not know what was expected of him. He assumed that what he was doing was acceptable. For example, Charles's quick and sloppy work was seen by the manager as indicating a lack of interest in the job. Charles saw his quick work as showing a desire to get the job done fast. The two never talked to each other about this. Charles was viewed as too competitive and careless. He was seen as a sloppy dresser and as immature. Charles, however, did not see himself this way. He had an unrealistic view of himself.

It is not easy to see yourself as others see you. One way to learn what others think of you is to ask. Charles didn't ask how he could improve. He merely defended his behavior.

When you are working, you need to know what the employer expects of you. You need to know the answers to such questions as the following:

- What behavior will and won't be tolerated?
- What are or aren't you allowed to do?
- What is the company's attendance policy?
- How are you penalized for being late to work?
- Who are you to notify if you are sick?
- When are you to call in when you are sick?
- Who should you ask if you have questions about your job?
- What are the dress rules?

If you are having trouble with job tasks, talk it over with your employer. Explain what is difficult for you. Make sure you try. Also, tell the employer that you are trying. Then, if you must be fired, you will leave with good feelings between you and the employer. The employer will be able to say that you are responsible and that you try hard. Your weaker skills may not be required at the next job you seek.

Source: Margaretha Vreeburg Izzo and Bettina A. lankard, The Employer's Choice on the Job, (Columbus, Ohio: Center on Education and Training for Employment (formerly NCRVE), Ohio State University), Copyright 1987. Used with permission.

Case Study: Donna

At the age of 21, Donna was hired as a receptionist at a health spa. Her duties included answering the phone, checking members in and out, and assisting the members in any way possible. After a couple of months, Donna's job changed. She was assigned to be a card checker. Her job was to handle the membership cards.

Donna became frustrated with this job. "It's really boring," she said. "Why don't they let me do what I want to do? I want to be an instructor or a receptionist."

Another thing that bothered Donna was the lack of a set and posted schedule. "I never know when I'm working. I hate that," she said. Donna decided to quit if she wasn't given either the instructor or receptionist job and a set schedule.

At the same time, John, her boss, was beginning to wonder if Donna could remain on the job. She was having personality conflicts with the assistant manager. John saw her attitude and job performance as irregular—great one day, terrible the next. "She's too young to know what a hard day's work is," he said.

Because of these conflicts, Donna, by mutual agreement, was transferred to another spa. There she became a full-time receptionist with a set 9:00 a.m. to 5:00 p.m. schedule.

Questions

How do you view Donna's attitude toward her job at the health spa? How could she have expressed her feelings in a different way?

In what ways could a positive attitude have helped Donna in her work situation? How might she have reacted differently to the situation with such an attitude?

Was the manager responsible in transferring Donna to another spa? What is the risk to the new manager? What is the risk to Donna if her attitude doesn't change?

Focus: How Does a Bad Attitude Add to the Problem?

Donna allowed her feelings to control her behavior. She didn't talk about her discontent on the job. Instead, she reacted to it. Donna had problems getting along with the assistant manager. She had problems accepting her tasks.

When Donna left the job, she left the manager with one impression of her—that she has a lot to learn.

Donna's problem should have been with the job tasks, not with her attitude. It is important to discuss your job satisfaction with your supervisor. Supervisors can't know what concerns you unless you tell them. If Donna had discussed her concerns with her supervisor, she would have left the manager with a better impression of her. As it is, he considers her problem to be one of attitude, not dissatisfaction with the job.

Activities

Role-play how Donna might have expressed her dissatisfaction with the card checker job differently. Demonstrate a positive way in which Donna might have dealt with the situation.

For the rest of the class, role-play doing a job (any job) while showing a bad attitude. Ask the class to write words that describe how they would feel if they were working on the job with you.

Read through newspapers and magazines to find examples of people with bad attitudes. Share these examples with the rest of the class. Point out the kinds of situations in which such people find themselves.

Source: Margaretha Vreeburg Izzo and Bettina A. Lankard. The Employer's Choice on the Job, (Columbus, Ohio: Center on Education and Training for Employment (formerly NCRVE), Ohio State University), Copyright 1987. Used with permission.

Name ______________________ Class ______ Date

Asking for a Letter of Recommendation

Some employers want your references to write to them. If you are asked for letters of recommendation, write to your references. Be sure to follow the seven steps below in your letter:

1. Remind your references of who you are.
2. Tell them why you want to use them as a reference.
3. Ask them to write a letter of recommendation for you. Suggest what they should include in the letter.
4. Let them know why you think you are qualified for the job.
5. Tell them of any special instructions.
6. Enclose a stamped envelope, addressed to the employer.
7. Thank them and tell them you will let them know what happens.

Look at the sample letter asking for a letter of recommendation on the next page. Find each of the seven steps listed above in the sample letter.

(Continued)

Name ____________ Class ____________ Date ____________

Asking for a Letter of Recommendation

Sample Letter to a Reference

1212 Main Street
Metropolis, NC 27600

April 21, 1993

Mr. Howard Crane
1600 S. Third Street
Metropolis, NC 27600

Dear Mr. Crane:

[1] I was a member of your scout troop from 1989 to 1991. I was the scout who organized the newspaper recycling drive.

I am applying for a position with the Metropolitan Daily Paper as a route carrier and would like to use your name as a reference. The newspaper is looking for someone who is reliable and self-directed. **[2]** I thought that you would be able to tell them that I have these qualities. **[3]** Please write to Ms. Martha Washington, Personnel Officer, Metropolitan Daily, 1111 First Street, Metropolis, NC 27600 about my work with the recycling drive and the community service merit badge I earned as a result.

[4] As you will see from my enclosed resume, I have lived in Metropolis all my life and know how to get around the various newspaper routes. I have a driver's license and my father has given me permission to use the family car until I have saved enough money to buy my own.

[5] The newspaper has asked that letters of recommendation be written on the official letterhead of the person making the recommendation. Would you please also sign it with your official title? **[6]** I have enclosed a stamped envelope with Ms. Washington's address on it. Please mail your letter to her.

[7] Thank you for helping me out. I will keep you informed about my job search.

Sincerely,

Jackie Johnson

If you have been a good worker for a former employer, you should ask your former supervisor to write you a letter of recommendation. Then make copies of this letter --never give the original away--and enclose a copy with each application or resume you give to a prospective employer during your job search. This makes a very good impression and may interest an employer in considering you for an opening.

SAMPLE LETTER OF RECOMMENDATION

(Written on Company Letterhead Paper)

To Whom It May Concern:

John Doe worked with our company as a file clerk and, in evaluating his performance, I feel very comfortable in recommending him to interested employers.

As John's immediate supervisor, I was able to directly observe him as he completed his assigned tasks. His responsibilities included sorting mail, maintaining records, typing, filing and completing special projects. John met or exceeded our expectations in all of these areas.

John also proved dependable and motivated and demonstrated an ability to get along with everyone. When John was requested to perform some duties that were unfamiliar to him, he proved by his ability to listen and observe, that he is a quick learner as well.

Based on John's skills, work attitude and willingness to learn, I am certain that John will prove to be an exceptional employee and a definite asset to his future employer.

If you have any questions or would like additional information on John, please call me at 111-222-3333.

Sincerely,

FORMER EMPLOYER'S SIGNATURE

Linda Gogetter
Supervisor of Production
PRETEND INDUSTRIES

UNIT XI-5: Learning Activity #3

Asking Someone for Help

1. Below are the skill steps to "Ask Someone at Work for Help." Read the skill steps. Answer the questions that follow. Then ask someone for help.
    a. Decide what you don't understand or what you need help with.
    b. Decide who can best help you.
    c. Talk with the person or set up a time to talk with the person.
    d. If you meet them for an appointment, be on time and ask for their help. Say, "I need your help in . . . . . . I don't understand . . . . . ."
    e. Be specific. Explain what you want. Don't wander around.
2. Practice with a partner. Think of something at work that you could ask about or need help with, then switch roles.
3. With whom could you use this skill? ____________________
4. When could you use it? ____________________
5. Check when done
    a. ___ What did you need help with? ____________________
    b. ___ Who did you ask for help? ____________________
    c. ___ When did you meet (date and time)? ____________________
    d. ___ Were you on time? ____________________
    e. ___ What did you ask for? ____________________
    f. ___ Did you get the help you needed? ____________________

Asking for Clarification

1. Have you ever found yourself listening to someone and realizing that you don't have any idea what s/he just said? You have a feeling it was important, but it slipped by you.

2. Has this happened to you in a school class? ______________________

   What happened? ____

   ____

3. Why does this happen? ______________________________________

4. When it does happen, what can you do about it? _______________

   ____

5. Below are some skill steps that will help you know when to ask for clarification, and how to ask for it. Read the steps and tell why you think they are important.

Skill Steps	Why Step is Important
a. If you are taking notes and you come to a place where you do not understand, draw a box.	a. ____________________ ____________________ ____________________
b. If you are listening to someone and not taking notes, remember what the speaker was saying just before you didn't understand.	b. ____________________ ____________________ ____________________
c. Decide whether to ask for clarification now or later.	c. ____________________ ____________________ ____________________
d. Ask by saying: "Mr./Mrs.________, I didn't understand what you said after you talked about __________. Could you repeat that, please."	d. ____________________ ____________________ ____________________
e. Ask any questions you need to ask in order to really understand.	e. ____________________ ____________________
f. Say: "Thank you.	f. ____________________ ____________________

6. When will you use this skill? ______________________________

   ____

ETHICS

THE LEARNER WILL RECOGNIZE HOW PERSONAL CHARACTERISTICS AFFECT PERFORMANCE IN THE WORKPLACE.

SUBOBJECTIVES:

1. The student will recognize how values influence choices.
2. The student will identify characteristics that promote good working relationships with supervisors and co-workers.
3. The student will relay how positive attitude affects performance in the workplace.

ACTIVITIES:

1A. The students will list their personal values.

1B. Using worksheet"Your Values," students will prioritize their values. (If special needs students are overwhelmed with the number of values, then break down into groups of 4 or 5 statements rather than working with all at once.

1C. Hand out 1C, "Your Values Profile." The teacher may read them to the students or complete them individually.
Score the profile on the form included. Chart the values on form included.
Hand out the sheet, "Your Values Profile Interpretation."
Discuss results as a large group.

1D. Have students list beliefs that accurately reflect their values.

2A. Define and discuss the following characteristics:

confidentiality
trust
honesty
loyalty
respect
courtesy
fairness
cooperation
understanding and sympathy
accepting criticism
enthusiasm
friendliness
being on time
personal appearance
initiative
attendance
adaptability
good health and fitness
responsibility
knowledge of job dependability
give and follow directions

2B. Hand out to each student 2B, "Personal Characteristics and Traits." Complete individually.

2C. Use the list from 2A and make group headings. Use the "Personal Characteristics and Traits" list and try to put each trait under a group heading.

2D. Do activity, "Earning Trust."

3A. Discuss "What is an Attitude?"
Use sheet 3A as teacher and/or student information. Use the questions on the next sheet as discussion and/or written work.

3B. Brainstorm ideas for "Traits Employers Look for in their Employees."
List the traits on the board or overhead. Use worksheet 3B as an information sheet. Discuss the terms and give examples of how these traits are important in the workplace.

3C. Do worksheet activity 3C.

3D. Have students complete "Behavior Scale."

Your Values

Name: ______________________________ Date: ______________

Below is a list of 17 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principles in YOUR life.

Study the list carefully. Then place a 1 next to the value which is most important to you. Place a 2 next to the value which is second most important to you and so on. The value which is least important, relative to others, should be ranked 17.

Work slowly and think carefully. If you change your mind, feel free to change your answer. The end result should show how you really feel.

__A COMFORTABLE LIFE(a prosperous life)

__EQUALITY(brotherhood, equal opportunity for all)

__AN EXCITING LIFE(a stimulating, active life)

__FAMILY SECURITY(taking care of loved ones)

__FREEDOM(independence, free choice)

__HAPPINESS(contentedness)

__INNER HARMONY(freedom from inner conflict)

__NATIONAL SECURITY(protection from attack)

__PLEASURE(an enjoyable, leisurely life)

__SALVATION(deliverance from sin, eternal life)

__SELF RESPECT(self-esteem)

__A SENSE OF ACCOMPLISHMENT(making a lasting contribution)

__SOCIAL RECOGNITION(respect, admiration)

__TRUE FRIENDSHIP(close companionship)

__WISDOM(a mature understanding of life)

__A WORLD OF PEACE(freedom from war and conflict)

__A WORLD OF BEAUTY(beauty of nature and the arts)

YOUR VALUES PROFILE

This profile is a simple way to see and understand your values. You will read 100 statements about things that may be important to you.

If a statement is **definitely true,** circle the ⑩

If a statement is **mostly true,** circle the ⑦.

If you are **undecided** whether a statement is true or false, circle the ⑤.

If a statement is **mostly false,** circle the ③.

If a statement is **definitely false,** circle the ⓪.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I have a checkup by my doctor every year.	10	7	5	3	0
2. I will take my children to religious services often.	10	7	5	3	0
3. I like to go to music concerts.	10	7	5	3	0
4. I like to have a lot of friends.	10	7	5	3	0
5. I give to charities.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50 years old.	10	7	5	3	0
8. I would rather spend time at home with my family than out with friends.	10	7	5	3	0
9. I like deciding things for people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with my mother or father.	10	7	5	3	0

Entering the World of Work, Mc Knight, 1978

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
12. I have taught a religious class or been active in my religion.	10	7	5	3	0
13. I like to help students who need help with their studies.	10	7	5	3	0
14. For the same pay, I would rather be boss than just another worker.	10	7	5	3	0
15. I love beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on TV.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would like to have friends who are movie stars or other famous people.	10	7	5	3	0
19. I have a dental checkup at least once a year.	10	7	5	3	0
20. I like to write short stories.	10	7	5	3	0
21. I would rather work to earn money than go on a vacation.	10	7	5	3	0
22. I like to go to parties.	10	7	5	3	0
23. It would be fun to write a play for TV.	10	7	5	3	0
24. I believe in a god who answers prayers.	10	7	5	3	0
25. I would rather be an officer than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a vacation.	10	7	5	3	0
27. I like to give presents to my family.	10	7	5	3	0
28. I would rather teach poetry than math.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
29. I often daydream about things I would like to have if I had the money.	10	7	5	3	0
30. I like to give parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be fun to act in movies or TV.	10	7	5	3	0
33. When I am ill, I see or call a doctor.	10	7	5	3	0
34. I give time or money to my religion.	10	7	5	3	0
35. I like to discuss things at the family dinner table.	10	7	5	3	0
36. I like to go to art museums.	10	7	5	3	0
37. I like to write poems.	10	7	5	3	0
38. I like to be with other people most of the time.	10	7	5	3	0
39. When with a friend, I like to decide what we will do.	10	7	5	3	0
40. Someday I would like to live in a big, expensive house.	10	7	5	3	0
41. I pray about my problems.	10	7	5	3	0
42. If I knew a family that had no food for Christmas dinner, I would help them get it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I would rather take a class in art than a class in math.	10	7	5	3	0
46. I do not like to spend evenings alone.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
47. For the same pay, I would rather be a school principal than a teacher.	10	7	5	3	0
48. I like expensive things.	10	7	5	3	0
49. I can tell the difference between a good painting and a bad one.	10	7	5	3	0
50. If I often had bad headaches, I would see a doctor even if aspirin seemed to help.	10	7	5	3	0
51. I have some very close friends.	10	7	5	3	0
52. I will have my children take music lessons.	10	7	5	3	0
53. I believe that grace should be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually sleep at least eight hours each night.	10	7	5	3	0
56. I like to make things.	10	7	5	3	0
57. I would like to be looked up to for my achievements.	10	7	5	3	0
58. I would feel satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think of the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be in charge at meetings.	10	7	5	3	0
62. I like to come up with new ideas.	10	7	5	3	0
63. I believe there is life after death.	10	7	5	3	0
64. I would accept a person of another race as a neighbor.	10	7	5	3	0

65. If I worked in TV, I would rather act
lines.

66. I like decorating my room at home.

67. I like a picnic with my family.

68. As an adult, I want to earn more mo
average worker.

69. I eat a balanced diet each day.

70. I help other students decide which c

71. I would like to be famous.

72. I read religious writings often.

73. If I were in the clothing business, I
designing new styles.

74. I like to go out in the evening with
friends.

75. When I am with a group of people,
one in charge.

76. I do not like to depend on others f
and money.

77. When a friend is in trouble, I feel I

78. I love my parents.

79. I eat three meals a day.

80. I have some good records.

81. I have a friend I talk with about pe

82. I believe that people were created
creator.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
an write the	10	7	5	3	0
	10	7	5	3	0
	10	7	5	3	0
ey than the	10	7	5	3	0
	10	7	5	3	0
asses to take.	10	7	5	3	0
	10	7	5	3	0
	10	7	5	3	0
ould like	10	7	5	3	0
group of	10	7	5	3	0
like to be the	10	7	5	3*	0
food, clothes,	10	7	5	3	0
nust help.	10	7	5	3	0
	10	7	5	3	0
	10	7	5	3	0
	10	7	5	3	0
sonal things.	10	7	5	3	0
o look like the	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
83. I like to buy clothes for my family.	10	7	5	3	0
84. I like to have people recognize me wherever I go.	10	7	5	3	0
85. I like to plan things for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things that help others.	10	7	5	3	0
88. Someday I would like to write a book.	10	7	5	3	0
89. I would put up with bad living conditions to work at a job with high pay.	10	7	5	3	0
90. I belong to a club or social group.	10	7	5	3	0
91. If I ask, my sins will be forgiven.	10	7	5	3	0
92. I would like to have my picture in the school yearbook in more than one place.	10	7	5	3	0
93. I often plan group activities.	10	7	5	3	0
94. When I see a new building, I think about its beauty as much as its use.	10	7	5	3	0
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like are quite expensive.	10	7	5	3	0
98. I like classical music.	10	7	5	3	0
99. I do not use harmful drugs because of what they might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

SCORING YOUR VALUES PROFILE

Ten values are shown. Write the number (no.) you circled next to the number (no.) of the statement. Total the numbers in each column.

Fame

Statement No.	No. ○
6	___
16	___
18	___
32	___
44	___
57	___
65	___
71	___
84	___
92	___
Total	___

Money

Statement No.	No. ○
7	___
21	___
29	___
40	___
48	___
60	___
68	___
76	___
89	___
97	___
Total	___

Power

Statement No.	No. ○
9	___
14	___
25	___
39	___
47	___
61	___
70	___
75	___
85	___
93	___
Total	___

Religion

Statement No.	No. ○
2	___
12	___
24	___
34	___
41	___
53	___
63	___
72	___
82	___
91	___
Total	___

Humanism

Statement No.	No. ○
5	___
13	___
17	___
31	___
42	___
58	___
64	___
77	___
87	___
100	___
Total	___

Family

Statement No.	No. ○
8	___
11	___
27	___
35	___
43	___
59	___
67	___
78	___
83	___
95	___
Total	___

Health

Statement No.	No. ○
1	___
19	___
26	___
33	___
50	___
55	___
69	___
79	___
86	___
99	___
Total	___

Aesthetic

Statement No.	No. ○
3	___
15	___
28	___
36	___
49	___
52	___
66	___
80	___
94	___
98	___
Total	___

Creative

Statement No.	No. ○
10	___
20	___
23	___
37	___
45	___
56	___
62	___
73	___
88	___
96	___
Total	___

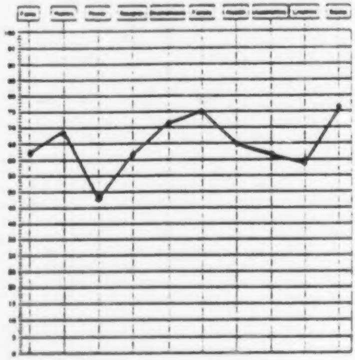
Social

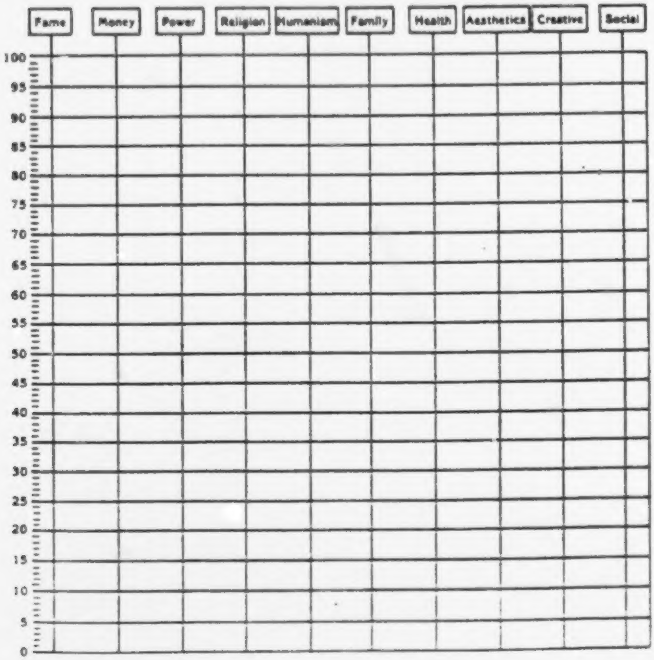
Statement No.	No. ○
4	___
22	___
30	___
38	___
46	___
51	___
54	___
74	___
81	___
90	___
Total	___

PROFILE OF VALUES

You now know how you value certain hings. You can make a profile of your alues. A profile is a graph. You can ompare your profile to the average profile hown in the example on this page. Plot our profile by using the total for each of our values on page 72. Draw your graph in ne same way as the one shown in the xample.

EXAMPLE:





YOUR VALUES PROFILE INTERPRETATION

High and Low Scores. A score may be high or low if it falls above or below these ranges. (50 percent or half of all scores fall within these ranges.)

Fame	52-76	Family	66-84
Money	61-79	Health	57-78
Power	39-57	Aesthetics	52-72
Religion	49-80	Creative	47-71
Humanism	65-81	Social	68-86

Very High and Low Scores. A score may be very high or low if it falls above or below these ranges. (80 percent of all scores fall within these ranges.)

Fame	41-89	Family	57-90
Money	50-86	Health	42-85
Power	28-67	Aesthetics	45-80
Religion	33-92	Creative	36-82
Humanism	59-89	Social	59-93

Do you agree that this graph shows the things that are important to you? Check one.

Yes _____ **No** _____ **Do not know** _____

Why or why not?

Entering the World of Work, Mc Knight, 1978

PERSONAL CHARACTERISTICS AND TRAITS

Here is a checklist of personal strengths and phrases which describe you and the way you manage your life or the way in which you perform various skills. Read over the list and put a check beside those words which are most descriptive of you.

__academic
__active
__accurate
__adaptable
__adept
__adventurous
__affectionate
__aggressive
__alert
__ambitious
__artistic
__assertive
__attractive
__bold
__broadminded
__businesslike
__calm
__capable
__careful
__cautious
__challenging
__charming
__cheerful
__clearthinking
__clever
__competitive
__confident
__conscientious
__conservative
__considerate
__cooperative
__courageous
__creative
__curious
__daring
__deliberate
__democratic
__dependable
__determined
__dignified
__diplomatic
__discreet
__dominant
__dynamic
__eager
__easy-going
__efficient
__emotional
__energetic
__enterprising
__enthusiastic
__exceptional
__fair-minded
__farsighted
__firm
__flexible
__forceful
__formal
__frank
__friendly
__generous
__gentle
__goodnatured
__healthy
__helpful
__honest
__humorous
__idealistic
__imaginative
__independent
__ individualistic
__industrious
__informal
__ingenious
__innovative
__intellectual
__intelligent
__inventive
__kind
__leisurely
__light-hearted
__likeable
__logical
__loyal
__mature
__methodical
__meticulous
__mild
__moderate
__modest
__natural
__obliging
__open-minded
__opportunistic
__optimistic
__organized
__original
__outgoing
__painstaking
__patient
__peaceable
__perceptive
__perservering
__pioneering
__pleasant
__poised
__polite
__practical
__precise
__progressive
__prudent
__purposeful
__quick
__quiet
__rational
__realistic
__reasonable
__reflective
__reserved
__resourceful
__responsible
__responsive
__retiring
__self-confident
__self-controlled
__sensible
__sensitive
__serious
__sharp-witted
__sincere
__sociable
__sophisticated
__spontaneous
__spunky
__stable
__steady
__strong
__strong-minded
__successful
__sympathetic
__tactful
__talented
__tenacious
__thorough
__thoughtful
__tolerant
__tough
__trusting
__trusting
__trustworthy
__unaffected
__unassuming
__understanding
__unexcitable
__uninhibited
__unique
__unusual
__verbal
__versatile
__vigorous
__warm
__wholesome
__wise
__witty
__zany

(Write in below any additional words that you believe describe you):

Earning Trust

Joyce has a new job in an auto shop. She must earn the trust of others on the job. The statements below tell you things she did during her first month of work.

Read each statement carefully. Check the statements that tell how Joyce may earn the trust of her boss and co-workers.

☐ 1. Joyce borrowed another worker's safety goggles. Later, she forgot to return the goggles.

☐ 2. She listened carefully to instructions.

☐ 3. She watched how other workers parked cars that had to wait for repairs.

☐ 4. Joyce borrowed a quarter to use in the candy machine. She repaid the quarter the next day.

☐ 5. She took home a small can of paint.

☐ 6. She turned on the radio in a car. Later, the boss asked who had used that car radio. Joyce said she did not know.

☐ 7. She broke a tire pressure gauge. She asked the boss to deduct the cost of a new gauge from her next paycheck.

☐ 8. A customer asked Joyce to clean the car rugs. She got busy doing other work and forgot to clean the rugs.

☐ 9. She always returned tools to the stockroom as soon as she finished using them.

☐ 10. Joyce always got to work 5 minutes early.

☐ 11. When she finished her work, Joyce looked for other work that needed to be done.

☐ 12. She cleaned her workbench every day.

☐ 13. If she made a mistake, Joyce said it was someone else's fault.

☐ 14. When she knew she could not do a job, Joyce asked for help from her boss.

☐ 15. She behaved the same every day, on or off the job.

CAP Working With Others, Media Materials, Inc., 1986

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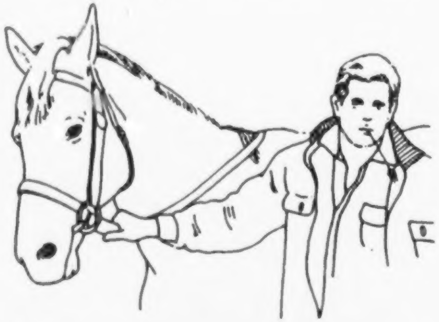
WHAT IS AN ATTITUDE?

An attitude is a mental outlook that influences the way you act.

What is a mental outlook? It is the way you feel about something. A mental outlook exists *inside* you. It cannot be seen, but it is real. You can't see love or hate or jealousy, either, but they are real emotions that exist inside you. Attitudes are real in the same way.

Attitudes affect behavior. Your feelings about something may influence the way you act toward that thing. If you feel inside that horse racing is an immoral activity, this attitude will probably affect your behavior. You may never go to a race track. You may choose not to be friendly with people who do go to the race track.

Attitudes vary in intensity. John, for example, may like horses a little, or he may love them. The more intense his attitude, the more it would be reflected by his behavior. If he loved horses, he would probably go horseback riding more often than if he just liked them.



Attitudes may be specific or general. John may have a general attitude about women with red hair. But he may have a specific attitude about Jennifer, a red-haired lady who is in his welding class.

Attitudes may be conscious or unconscious. This means that you *may or may not be aware* of what your attitudes are. Lauren decided to be a secretary, but she never really stopped to think about why she chose that career. Her career decision was influenced by her attitudes, even though she didn't *consciously* know what her attitudes were. She didn't stop and think about her attitude that women were only suited to do certain types of work. Nor did she think about her attitude that college really had nothing to offer women.

Attitudes may be affected by many things. Some of them are education, age, sex, income, race, religion, past experiences, friends, family, and the way you feel about yourself.

Let's consider some examples. Patrick is very religious. His religious belief has affected his attitude toward abortion. As you might expect, Patrick's attitude toward abortion is very negative.

Here is another example. Belinda has been fortunate enough to have a very high income (she makes well over $100,000 a year). Her income has affected her attitude toward money. She has a rather careless attitude toward money. Things like budgeting and watching sales are not important to her.

Attitudes may be positive or negative. Here are some characteristics of people with *positive* attitudes. They may tend to:

- look for the good in a situation.
- be pleased about good things that are happening.
- be easy people to be around.
- concentrate on doing well.

People with negative attitudes may tend to:

- find something that is wrong in any situation.
- expect bad results or failure.
- be unhappy because some good things haven't happened.
- expect things to eventually get bad.
- be difficult people to be around.

Which are you? Do you tend to have a positive attitude or a negative one? If you're not sure, chances are your attitude is often negative.

Directions: Answer the following questions on a separate sheet of paper. When you are finished, show your answers to your teacher.

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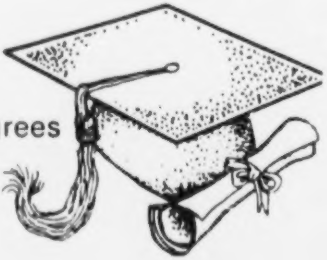
1. Remember: An attitude is a mental outlook that influences the way you act. Write an attitude you hold toward each of the following subjects. Then give an example of how your attitude influences your behavior.

    a. Housework (A possible answer - My attitude: I think housework is dull work. Behavior: I never do any housework.)
    b. Abortion
    c. Divorce
    d. Mother's Day
    e. Children
    f. People with college degrees
    g. The Bible



2. Think of a time when you were trying to explain something to someone, but that person's negative attitude about the subject kept him or her from hearing what you were saying. Briefly describe the situation. If you can't think of a situation, make up one.

3. Remember we said that attitudes may be conscious or unconscious: you may or may not be aware of what your attitudes are. Think carefully about your parents. Think of some attitudes that they had about child raising. Decide if the attitude was conscious or unconscious. Then give an example of how the attitude affected the way they acted toward you. Make a chart like the one below. Try to identify at least four attitudes.

MY PARENTS' ATTITUDES ABOUT CHILD REARING

What My Parents Said:	Children should be seen and not heard.
Conscious or Unconscious:	Conscious - they used this phrase all the time.
How It Affected Behavior:	I was punished for talking when a group of adults was around.

POSITIVE ATTITUDES ON THE JOB

After you have been interviewed and hired for a job, this signals the beginning rather than the end. You must now keep the job. You cannot relax and take it easy. Holding your job will take thought and a great deal of effort.

You expect certain things from your employer, such as good pay, holidays, vacations, and job security. In return for giving you these things, the employer asks certain things from you.

There are several points to keep in mind about holding your job. By making a big effort to follow these points, you will increase your chances of keeping your job.

Here are some traits employers look for:

1. Ability
2. Dependability/ Reliability
3. Initiative
4. Honesty
5. Good attendance
6. Loyalty
7. Cooperation
8. Cheerfulness
9. Ability to follow the rules and regulations

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Directions: On a separate sheet of paper, define the nine terms in your own words.

Directions: Read each of the definitions below. They will give you some insight into what an employer expects from his employees. Compare these definitions to your own ideas which you have just written.

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1. *ABILITY* - Your employer expects you to be able to do the job. In order to keep the job, the employee must demonstrate (after training or a certain amount of time) that he or she can do the work.
2. *DEPENDABILITY* - Your employer wants to be able to count on you to be in the right place, at the right time, doing the right job.

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3. *INITIATIVE* - You must be able to work well on your own without someone looking over your shoulder telling you what to do.
4. *HONESTY* - You must be honest; that means not taking things belonging on the job or to the employer.
5. *GOOD ATTENDANCE* - You must go to work every day. Your employer cannot afford to keep you on if your attendance is poor. If you are not at work, someone else will have to work in your place.
6. *LOYALTY* - You owe your company loyalty. They pay your salary and help you earn a living. Don't say bad things about your employer.
7. *COOPERATION* - When you are an employee, you are part of a team. You must be able to get along with your fellow employees.
8. *CHEERFULNESS* - You will find that you can go much further with a smile and a happy or friendly tone than a sneer or frown.
9. *ABILITY TO FOLLOW THE RULES* - Company rules are made to keep a company running smoothly. These rules often cover working hours, and the safety and protection of employees. If you cannot remember or obey the rules, you are not considered a dependable or reliable employee.

Here are 15 positive tips on holding a job. Are your attitudes toward your job in line with these tips?

1. Be serious about your job.
2. Follow the rules.
3. Try to learn from the experience.
4. Find out your function on the job.
5. Work cooperatively with others.
6. Stay clear of rumors and gossip.
7. Respect others.
8. Be loyal.
9. Demonstrate good character.
10. Be positive.
11. Communicate.
12. Present a businesslike appearance.
13. Eliminate negative traits.
14. Use the telephone properly.
15. Increase your efficiency.

Directions: Mike's employer has listed 20 qualities he has observed in Mike's behavior on the job. Number your paper from 1 to 20. Write *good* if the behavior should be maintained. Write *poor* if Mike should change his behavior.

1. Obeys the boss.
2. Calls in sick often.
3. Keeps equipment that is used on the job.
4. Eats snacks at his work station.
5. Keeps busy.
6. Uses the telephone for personal calls.
7. Tells everyone how the job is being done wrong.
8. Arrives early.
9. Tells jokes often.
10. Leaves for lunch or break a few minutes early.
11. Talks to his co-workers a great deal.
12. Keeps his work area free of clutter.
13. Communicates well with others.
14. Concentrates on the job.
15. Works carefully.
16. Respects himself.
17. Uses all sick leave time.
18. Refuses to work overtime.
19. Shows regard for co-workers.
20. Cooperates with others.

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Behavior Scale

The behavior scale can help you see how well you get along with others. **Score each trait. When you finish the scale, total your scores for all the traits.**

The total behavior scale score will give you an idea of how well you will be able to get along on your job. You will also see which of the traits you need to work on.

Read each statement. If it is:
True MOST OF THE TIME, circle ②
True SOME OF THE TIME, circle ①
NEVER true, circle ⓪

	Most of the time	Some of the time	Never
Understanding and Following Directions			
1. I understand the teacher's directions.	2	1	0
2. I think it is easy to listen when I am given directions.	2	1	0
3. I ask questions when I do not understand directions.	2	1	0
4. I understand written directions.	2	1	0
5. In school, I read written directions before asking questions.	2	1	0

Total Score for Understanding and Following Directions (Add numbers circled) ☐

	Most of the time	Some of the time	Never
Cooperation			
6. I get along well with my family.	2	1	0
7. It is easy to work with other students on projects.	2	1	0
8. I get along with others when playing games.	2	1	0
9. I help others when I can.	2	1	0
10. I get along with my teachers.	2	1	0

Total Score for Cooperation (Add numbers circled) ☐

	Most of the time	Some of the time	Never
Dependability			
11. I am on time for my classes.	2	1	0
12. I do my homework.	2	1	0
13. If I cannot meet a person on time, I call to let the person know.	2	1	0
14. I work well without supervision.	2	1	0
15. I do my chores at home.	2	1	0

Total Score for Dependability (Add numbers circled) ☐

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Initiative

	Most of the time	Some of the time	Never
16. I finish my school work before it is due.	2	1	0
17. At home, I do more work than I am asked to do.	2	1	0
18. When I see something that needs to be done, I do it if I can.	2	1	0
19. I ask if I can do extra work at home or at school.	2	1	0
20. Among my friends, I decide what we should do.	2	1	0
Total Score for Initiative (Add numbers circled)			

Eagerness to Learn

	Most of the time	Some of the time	Never
21. Learning something new makes me feel good.	2	1	0
22. In my favorite class, I like to learn new things.	2	1	0
23. I want to learn more about some hobby.	2	1	0
24. Learning how to work on a job will be exciting.	2	1	0
25. After absences, I make up school work missed.	2	1	0
Total Score for Eagerness to Learn (Add numbers circled)			

Loyalty

	Most of the time	Some of the time	Never
26. When a friend tells me something and asks me not to tell others, I keep the secret.	2	1	0
27. When a friend is in trouble, I do what I can to help.	2	1	0
28. I do not gossip about other people.	2	1	0
29. I say good things about my parents to friends.	2	1	0
30. I say good things about my school.	2	1	0
Total Score for Loyalty (Add numbers circled)			

Honesty

	Most of the time	Some of the time	Never
31. I tell the truth.	2	1	0
32. I know the difference between right and wrong, and I try to do what is right.	2	1	0
33. When I find something that someone lost, I return it if I can.	2	1	0
34. I do my own work on tests.	2	1	0
35. I only miss school for a very good reason.	2	1	0
Total Score for Honesty (Add numbers circled)			

Ability to Accept Criticism

	Most of the time	Some of the time	Never
36. When my parents say I should wear different clothes, I think about whether they are right.	2	1	0
37. When someone criticizes how I do something, I think about how I can improve.	2	1	0
38. When someone criticizes the way I do a task, I listen politely.	2	1	0
39. I learn from those who criticize my work.	2	1	0
40. I do not get upset when others criticize my work.	2	1	0

Total Score for Ability to Accept Criticism (Add numbers circled) ☐

Total Score for all 8 Behavior Traits (Add the totals for all traits) ☐

If your **total score for all eight traits** was:

60-80, you have **good** behavior traits. You will get along well on the job most of the time.

40-59, you have **fair** behavior traits. You need to improve in some areas.

Below 40, you have **poor** behavior traits. You need to improve in several areas in order to do well on the job.

If your **total score for any one trait** was:

8-10, your behavior is **good.**

5-7, your behavior is **fair.** You need to improve.

Below 5, your behavior is **poor.** You need **much improvement.**